



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR The State of Washington



FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 06/30/2009)

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STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

AMENDMENTS LOG
Child Care and Development Services Plan for
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1 ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: **Department of Early Learning**
Address of Lead Agency: **P.O. Box 40970
Olympia, WA 98504-0970**

Name and Title of the Lead Agency's Chief Executive Officer: **Jone Bosworth**
Phone Number: **(360) 725-4665**
Fax Number: **(360) 413-3482**
E-Mail Address: **jone.bosworth@del.wa.gov**
Web Address for Lead Agency (if any): www.del.wa.gov/index.shtml

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF): **Lynne Shanafelt**
Title of State Child Care Contact: **Assistant Director**
Address: **Department of Early Learning
(DEL)
P.O. Box 40970
Olympia, WA 98504-0970**

Phone Number: **(360) 725-2829**
Fax Number: **(360) 413-3482**
E-Mail Address: **lynne.shanafelt@del.wa.gov**

Phone Number for child care subsidy program information (for the public) (if any):
Resource & Referral Network Child Care Information Line 1(800)446-1114

Web Address for child care subsidy program information (for the public) (if any):
www.del.wa.gov/index.shtml

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF: **\$108,464,364**

Federal TANF Transfer to CCDF: **\$104,626,000**

Direct Federal TANF Spending on Child Care: **\$42,000,000**

State CCDF Maintenance of Effort Funds: **\$38,707,605**

State Matching Funds: **\$31,430,296**

Total Funds Available: **\$325,228,265**

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): **\$12,226,000 (5%)**. (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- ☐ Yes.
- ☒ No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
Determines individual eligibility:		
a) TANF families	Dept of Social and Health Services	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b) Non-TANF families	Dept of Social and Health Services	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Assists parents in locating care	Child Care Resource/Referral	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Makes the provider payment	Dept of Social and Health Services	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Quality activities	Numerous state, local public and private agencies	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other:		<input type="checkbox"/> Yes <input type="checkbox"/> No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

The Department of Early Learning (DEL) is one of Washington State's newest agencies and is considered a national model for coordination of child care services. Created in July 2006, the burgeoning agency is a merger of:

- ***Division of Child Care and Early Learning, formerly part of the Washington State Department of Social and Health Services (DSHS).***
- ***Early Childhood Education and Assistance Program (ECEAP), formerly a part of the Washington State Department of Community Trade and Economic Development.***
- ***Early Reading Initiative, formerly part of the Washington State Office of the Superintendent of Public Instruction.***

DEL's mission is to work with parents and partners to offer children world-class learning opportunities so they realize their full potential. Contracted agencies and organizations provide specific services funded under the CCDF Act include the Washington State Department of Social and Health Services. DSHS determines eligibility and authorized child care subsidy payments to providers for TANF and non-TANF program, Working Connections Child Care (WCCC). A complete list of agencies and organizations receiving earmark and quality funds may be found in Part 5.

1.6 Use of Private Donated Funds

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

- ☐ Yes. If yes, are those funds:
- ☐ Donated directly to the State?
 - ☐ Donated to a separate entity or entities designated to receive private donated funds?

How many entities are designated to receive private donated fund? _____

Provide information below for each entity:

Name:
Address:
Contact:
Type:

☒ No.

1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☒ Yes, and:

(X) The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(20%) Estimated percentage of the MOE requirement that will be met with pre-K expenditures.(Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

The Early Childhood Education and Assistance Program (ECEAP) provides comprehensive preschool experiences for income-eligible three- and four-year-old children. A family who is eligible for Head Start/ECEAP services and needs full-day child care may also receive child care subsidies through the Working Connections Child Care (WCCC) program. These families must meet ECEAP eligibility requirements, such as income, age and risk factors. They must also meet WCCC income guidelines, use a licensed or certified provider, and care must be based on the parent and child's schedules. WCCC authorizations are valid for up to six months.

☐ No.

1.7.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☒ Yes, and

(20%) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

See 1.7.1. description above

☐ No.

- 1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

Washington State's pre-K (ECEAP) program staff are required to meet with parents at least three hours per year. This face-to-face time assists parents in assessing family strengths, needs, etc. Child care may be one of the many needs that are addressed.

Parents serving on the statewide Parent Advisory Group provide input on services and programs. Participating parents inform DEL about the needs of working parents for high quality pre-K and early learning programs.

Some ECEAP sites are located near or with other licensed child care so that children do not have to be transported to other sites. Some ECEAP sites also coordinate transportation for children using part-time child care in addition to ECEAP.

Local child care providers are encouraged to consider collaborative approaches to develop full-day programs enriched with ECEAP and Head Start pre-K services. Children enrolled in Head Start/ECEAP and child care receive enhanced services, including health coordination and family support. Additionally, Head Start and Early Head Start programs provide resources for professional development for child care staff in programs that partner to provide full-day/full-year services.

1.8 Improper Payments

- 1.8.1 How does the Lead Agency define improper payments?

The Improper Payments Information Act of 2002 reflects DEL's practice in this area. It defines improper payments as:

- (a) Any payment that should not have been made or that was made in an incorrect amount (including overpayments and underpayments) under statutory, contractual, administrative or other legally applicable requirements***
- (b) Any payment to an ineligible recipient, any payment for an ineligible service, any duplicate payment, payments for services not received, and any payment that does not account for applicable discounts.***

- 1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

DSHS has increased automation in their case management system to assist workers in minimizing improper payments. Through the Social Service Payment System, they have reports for staff to use in identifying:

- ***Possible improper payments***
- ***Possible instances of overpayments or underpayments***
- ***Collecting overpayments through the use of algorithms in a payment review process***

In addition, DEL requires that DSHS performs supervisor case audits, with staff having the ability to research for inconsistencies as needed. They continue to work on information transfer among various automated systems used by state benefit programs to ensure workers have the correct information when determining eligibility.

DEL has arranged for DSHS' Quality Assurance (QA) team to head the federally required case review to measure improper authorizations for payment in the child care subsidy programs. States are required to provide this data to the Child Care Bureau on an established three-year cycle. However, the QA team will review cases every year in an effort to reduce payment errors and allow for quality improvement.

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes, and these planned strategies are:

☐ No.

PART 2 DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

- 2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *

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	Consultation in Development of the Plan	Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
State/Tribal agency (agencies) responsible for	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State pre-kindergarten programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emergency preparedness ^o	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

* Required.

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

^o If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1**.

The 2007 Washington Legislature established a new Early Learning Advisory Council. Members have not yet been appointed. DEL will provide staff support for the new council.

In addition to posting CCDF planning information on the DEL Web site home page, DEL conducted the following activities to obtain collaborative input on the Washington state plan:

- 1. Nine evening community forums across the state***
- 2. A statewide online survey***
- 3. An evening toll-free statewide telephone call-in night***

All participants at each event were asked:

- What role they played in early learning, e.g. parent, provider, health care professional, etc.***
- What assistance is needed, e.g., parenting classes, medical care, additional educational programs, etc.***
- What programs and activities are working well***
- What changes they would like to see***

We received information from 848 participants, including 249 parents/legal guardians receiving child care and 256 providers of preschool services. Respondents said they want more parent education and support, after-school care programs, professional development and training and health programs. Sixty-five percent of providers stated they wanted more professional development opportunities in the following areas: challenging behaviors, parent and family partnerships, children with special needs and child development. A number of individuals and organizations expressed an interest in additional focus on family, friends and neighbors child care.

Our consultation process also involved Internet posting for review and comment of the draft CCDF plan, and notifying our broad stakeholder list via a listserv and the following agencies and organizations that provide child care services included in the CCDF plan. The list of participating organizations consulted for the development of this plan includes, but is not limited to, the following:

- ***Washington State Department of Health***
- ***Head Start-State Collaboration Office***
- ***Washington State Office of Superintendent of Public Instruction***
- ***School's Out Washington***
- ***Washington Association for the Education of Personnel in Early Childhood Programs***
- ***Washington State Child Care Resource and Referral Network***
- ***Culturally Specific Child Care Task Forces***
- ***Washington State Department of Social and Health Services***
 1. ***Children's Administration/Child Protective Services***
 2. ***Community Services Division/TANF***
 3. ***Infant Toddler Early Intervention Program – IDEA Part C***
- ***Early Care and Education Coalition***
- ***Foundation for Early Learning***
- ***Sovereign tribal nations located within Washington state***

Coordination:

The Washington state legislative and gubernatorial initiatives since the last CCDF plan brought about much change to the governance structure of the early learning and early childhood system. New governing and partnership organizations have emerged. These entities will expand and increase coordination of resources and service delivery to children in Washington state. Specific initiatives include:

- ***Washington Learns (www.washingtonlearns.wa.gov): This comprehensive review of the state's entire education system from K-12 to post-secondary was created by the state Legislature and the governor in 2005. It issued final recommendations in 2006. The group was comprised of a 13-member***

steering committee, chaired by Governor Christine Gregoire, and advised by 75 citizens, educators, business and community representatives.

Nearly all of the interim report recommendations were adopted by the 2006 Legislature, including the creation of a cabinet-level Department of Early Learning, effective July 1, 2006. The report affirmed that the goal of our state's education system should be to raise educational attainment in Washington through a world-class, learner-focused, seamless education system in order to compete globally and thrive locally. One of four areas for immediate focus and action is improving the quality and availability of early learning programs and resources for parents of infants and young children. Additionally, the report recommended supporting a public-private partnership to focus on public engagement and quality improvement in early learning settings.

- ***Washington Early Learning Council: Created to bring together disparate programs and help create a coherent, high quality early learning system for children from birth to five years. The Early Learning Council was one of three subgroups of a larger Comprehensive Education Study Steering Committee directed by the Legislature to examine life-long learning. Early learning programs and services in the study included child care, state, private and nonprofit preschool programs; child care subsidy programs; and training and professional development programs for early learning professionals. School-age child care was also addressed through a comprehensive K-12 finance study. The Early Learning Council's term ended and the council completed its charge.***
- ***NEW! Department of Early Learning (DEL) (www.del.wa.gov): Established in July 2006 and by December submitted a report to the governor and Legislature committing to leading through strategic collaboration with parents, private entities, the public sector and education partners in Washington, and to provide an energized focal point for establishing an enduring, comprehensive, and interconnected early learning system for children in the state, The "Collaboration and Governance" section of the report addresses the following:***
 1. ***Coordination and collaboration between DEL and the K-12 system at state and local levels***
 2. ***Ongoing coordination and collaboration between DEL and outside programs***
 3. ***Ways DEL will support early learning efforts in local communities***
 4. ***The role of DEL in private-public partnerships***
 5. ***Internal governance of DEL, to be implemented July 1, 2007 upon termination of the Early Learning Council***
 6. ***Transfer of additional early learning programs and responsibilities to DEL***

- **NEW! Thrive by Five Washington (www.thrivebyfivewa.org):** *This public-private partnership is a charitable, nonprofit organization created in 2006 by the Washington Early Learning Fund and chaired by Governor Christine Gregoire and Bill Gates, Sr. Beginning with a \$9 million investment in parent education, high quality early care, learning demonstration projects and other early learning improvements, the organization pledged \$100 million during the next decade for early learning investments. DEL and Thrive by Five Washington coordinate to support early learning demonstration communities, craft complementary agency visions, continue improvements for early learning in Washington, and collaborate on projects such as Early Reading Initiative, QRIS, integrated information systems, benchmarks, K-3 assessment, ECEAP, and community and parenting education and awareness as reflected in the Washington Learns November 2006 report and the DEL December report to the Legislature. The 2007 Legislation outlines the private-public partnership responsibilities between DEL and Thrive By Five Washington.*
- **NEW! Early Learning Advisory Council:** *A 25-member group to advise DEL on statewide early learning community needs and progress. The council is also directed to work with DEL to develop a statewide early learning plan. Council representation will include the following representatives: Office of the Superintendent of Public Instruction, parents (two), DEL, Thrive by Five (two), tribal governments, Washington Federation of Independent Schools, Washington State Office of Financial Management, Washington State Department of Social and Health Services, Washington State Department of Health, Washington State Higher Education Coordination Board, Washington State Board for Community and Technical Colleges, P-20 Council, leaders in early childhood education (seven), experts in children with disabilities, the K-12 system, family child care providers, child care centers and state legislators. DEL will provide staff support to the council.*
- **Washington State Child Care Resource & Referral Network (www.childcarenet.org):** *Mandated by the state since 1987, the R&R network contracts with DEL to coordinate and manage local child care resource and referral core services. The R&R Network office sub-contracts with local R&Rs for resource and referral core services. The goal of collaboration between DEL and the R&R Network is to increase the quality, availability and accessibility of child care and early learning environments at the local, regional and statewide levels. R&R services and results are described more fully in Part 5, Section 5.1.1 of this plan.*
- **Kids Matter:** *A collaborative, comprehensive strategic framework for building the early childhood system in Washington State to improve outcomes for children (see Attachment #8). This plan offers a framework that supports efforts of local and state stakeholders to coordinate, collaborate and integrate efforts that will lead to children being healthy and ready for school. This plan identifies specific achievable outcomes within*

four goal areas. Integrated within each of these is a family support approach to achieving outcomes. The four goal areas are:

- 1. Access to health insurance and medical homes***
- 2. Mental health and social-emotional development***
- 3. Early care and education/child care***
- 4. Parenting information and support***

Kids Matter was developed with the participation of early childhood stakeholders at the community, local and state levels. Three system-building initiatives – the Washington State Department of Health’s Early Childhood Comprehensive Systems grant, the Build Initiative and the Head Start–State Collaboration Office – are committed to supporting and guiding its implementation, so that it becomes a living, active plan in Washington state. Hallmarks of the plan are:

- 1. ☐ Approaching early childhood systems as a collaborative effort***
- 2. ☐ Serving as an over-arching bridge for a comprehensive and integrated framework***
- 3. ☐ Defining common goals and outcomes***
- 4. ☐ Outlining specific strategies and partners***
- 5. Focusing on accountability and evaluation of progress***

Rather than being a detailed list of all work on behalf of young children, the plan assumes that state and local agencies and communities are pursuing specific missions and priority goals. The plan builds upon existing and emerging efforts and identifies opportunities for working together in more strategic, integrated and collaborative ways toward commonly-agreed upon outcomes.

By offering a common vision, opportunity for integration, defined high priority common outcomes and a way to assess progress, partners in early childhood efforts can collectively change the health, well-being and school readiness of children in Washington state.

- Office of Superintendent of Public Instruction, DEL and Thrive by Five: These entities are actively partnering to coordinate across early learning and K-3 systems on efforts such as birth-to-five benchmarks, kindergarten readiness indicators, assessment and transition planning, full-day kindergarten, Early Reading First, food and nutrition program and others.***
- Governor’s Summit on Early Learning – Connecting Local Communities and Community Planning Grants: The 2006 early learning summit included a day that brought together policy makers, funding representatives and service providers to improve coordination, enhance public-private partnerships, and streamline state-local communication to advance early learning initiatives and share best practices. As a result, DEL implemented one tribal and 18 local planning grants to further the goals of Washington***

Learns and the summit. 2007 legislation directs DEL to provide leadership to early learning private-public partnerships in communities across the state. These local partnerships will be encouraged to seek local funding and develop strategies to improve coordination and exchange information among the community, early care and education program.

- ***Tribal Nations: In the past, regional service managers from DSHS's Division of Child Care and Early Learning met quarterly in most areas of the state with local tribal representatives to identify and collaborate on child care issues. In May 2007, senior managers from DEL met with tribal leaders in a two-day summit to discuss collaboration on early childhood matters. DEL management is currently developing new procedures for collaborating with tribes around health and safety standards, and making training and technical assistance more accessible to tribes.***
- ***Washington Scholarships for Child Care Professionals (www.childcarenet.org): A vibrant public-private partnership providing scholarships and support to child care workers to help them complete professional certificates or college degree programs in early childhood education and increase their compensation. The growing number of funding sources include DEL, Bill & Melinda Gates Foundation, Foundation for Early Learning, City of Seattle, Paul G. Allen Family Foundation, Boeing Company and Foundation Northwest.***
- ***Department of Social and Health Services (www1.dshs.wa.gov): DEL collaborates with DSHS to administer child care subsidies for low-income TANF and non-TANF families, and child care related to protective and alcohol/substance abuse services.***
- ***Early Care and Education Coalition (www.earlyeducationcoalition.org): A public-private group with a 60-person statewide advisory committee that promotes public awareness, parent knowledge and skill, and builds public will for effective early learning policy and investments. EC2 has not transitioned into the structure of Thrive by Five Washington.***
- ***Head Start-State Collaboration Office (HS-SCO): Funded through a grant from the Head Start Bureau, the office serves as a single point of contact for both state agencies and local Head Start programs to inform stakeholders of current services, policies and initiatives and to identify opportunities for improvements in services to low-income families and children. The state-funded Pre-K Early Childhood and Assistance Program (ECEAP) provides services similar to Head Start. HS-SCO coordinates policy development to ensure consistency for dually funded Head Start and ECEAP providers. HS-SCO also works with child care programs to maximize links between early childhood programs and child care. Intended results are the promotion of full-day services for children and high quality, comprehensive care***
- ***Public-private partnerships: DEL and other agencies partner with businesses and philanthropic organizations in the state to increase public***

awareness of the need for high-quality, affordable child care in Washington, increase the number of employer-supported child care facilities in Washington, address systemic issues that cut across services and increase the availability of capital funds for child care facilities. Washington participates as a BUILD Initiative state, a multi-state partnership that supports efforts to make sure children from birth through age five are safe, healthy, eager to learn and ready to succeed in school. Washington has also developed the Kids Matter Plan. Build brings together the Head Start-State Collaboration Project and the Early Childhood Comprehensive System Grant (ECCS).

- ***Strengthening Families in Early Care & Education Washington:*** *This collaborative project, building on a national initiative, increases the capacity of early learning providers in Washington to work as partners with parents in promoting school readiness and child safety and well-being. Parent partnerships, a critical element in child care quality, are built throughout activities in this initiative.*
- ***Washington State Department of Health (www.doh.wa.gov):*** *Coordinates a system of child care health consultations for licensed child care providers serving infants and toddlers. Local health jurisdictions employ child care health consultants who provide training and technical assistance to providers regarding the health, safety and development of infants and toddlers in care settings. Healthy Washington Initiative is working on health care for all children in Washington state by 2010.*
- ***Employment Support:*** *DEL spends CCDF dollars to subsidize child care for low-income families participating in Washington's WorkFirst program. These families are working or gaining appropriate skills to enter and succeed in the work force.*
- ***Infant-Toddler Initiative:*** *Washington state participates in an Infant Toddler Learning Community sponsored by Zero to Three and the Child Care Bureau. The state team is comprised of partners from higher education, Part C, Early Head Start, public health, Resource and Referral and the provider community. The team participates in an Internet- based learning community, conference calls and meetings. The major outcome for the group work includes defining core competencies of infant-toddler specialists and consultants.*
- ***Washington Born Learning Campaign (www.earlyeducationcoalition.org):*** *Washington is an enhanced site for the national campaign led by the Washington Early Care and Education Coalition. DEL contracts with community partners to lead, plan, coordinate and carry out the campaign state-wide to increase awareness and knowledge among parents, families, caregivers and child care providers about early learning and how they can help children learn. Fifty-two statewide and local organizations are partners, and locally led campaigns join in partnership with statewide organizations.*

A coordinating committee of local, regional and state partners meets monthly to leverage resources and strengthen their impact.

- ***Public Education: Three-, four- and five-year-old preschool children with disabilities are to receive early special education and related services resulting in increased skills that enable them to succeed in school. Each school district is required to provide all eligible special education students starting at age three a free appropriate public education program. Performance targets for special education preschool programs create the expectation that there will be an increase in the percentage of preschool children receiving services with their typically developing peers in typical early care and education environments including the home.***
- ***Temporary Assistance for Needy Families (TANF): Clients needing child care are referred by TANF case managers to call centers for child care services when they apply for TANF benefits, thus providing better service to families. Administered through DSHS's Economic Services Administration.***
- ***DSHS Infant Toddler Early Intervention Program (ITEIP): Coordinates a statewide system of early intervention services for children, birth to three, with disabilities and/or delays and their families. DEL partners with ITEIP in activities to promote coordination of child care and early intervention services systems, share referral processes in early intervention, link child care providers to early intervention local resources and connect families with family resources coordinators who assist families with early intervention services. ITEIP works with DEL on public awareness outreach efforts to families who have infants and toddlers with special needs. ITEIP funding and in-kind support continues to assist in materials development and distribution to early intervention programs, providers and other activities, such as statewide conferences and training, and link child care initiatives with the early intervention system in Washington state.***
- ***Voluntary Quality Rating and Improvement System: A voluntary quality rating and improvement system for licensed or certified child care centers and early education programs. The 2007 Legislature directed DEL, in collaboration with community statewide partners, to undertake the project in order to:***
 - 1. Give parents clear and easily accessible information about the quality of child care and early education programs***
 - 2. Support improvement in early learning programs***
 - 3. Increase the readiness of children for school***
 - 4. Close the disparity in access to quality care***

DEL will report to the appropriate policy and fiscal committees prior to implementing the voluntary quality rating and improvement system.
- ***Building Bridges with Higher Education: Building Bridges is a training partnership between local resource and referral agencies and***

community/technical colleges. Providers may take one college credit course/module and earn required educational hours. The community/technical college sponsors the course module and the R & R offers on-site coaching. Modules are divided into three 10-hour courses, including infant-toddler care giving, family/community partnerships, guiding behavior and administration.

- *In the 2005-2006 Washington State Legislative session ESSHB 2353 was passed directing the Department of Early Learning to engage in negotiated rule making in regards to family home child care regulations.*

Negotiated rule making is a process intended to solicit broad input from parents, child care providers, health/safety experts and interested stakeholders about issues that effect the health, safety, learning and quality of the home child care environment. The intent is that the negotiated rule making process will lead to rules that are easily understood so both the licensors and providers will have a clear idea of what is expected.

DEL is committed to ensuring that this is a successful, collaborative, transparent process, which will result in family home child care regulations that promote safe, quality learning environments for children in licensed family child care.

- ***Tiered Reimbursement Project:*** *A Spokane-based project that collaborates with community partners to assist providers in becoming accredited, with the outcome of improved or enhanced child development. Participating providers receive a financial bonus for working towards accreditation.*

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Check only ONE.**

- ☒ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted.
The draft is included as **Attachment 2.1.2.**
- ☐ **Developed.** A plan has been written but has not yet been implemented.
The plan is included as **Attachment 2.1.2.**
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

As allowed by the 2008 ACF Guidance for section 2.1.2, please refer back to section 2.1.1 for a description of steps to coordinate early childhood programs. See also attachment #7, “DEL 2006 Report to Governor Gregoire and the WA State Legislature” Appendix A, “History of Early Learning in Washington State,” p.19 for an explanation of Washington’s progress towards a comprehensive early learning system. Page 16 includes a recommendation to “develop and execute a comprehensive, statewide early learning plan that ensures alignment of private and public sector actions, objectives and resources.” (See attachments Washington Learns Report, DEL’s report to the governor, and Kids Matter: Improving Outcomes for Children in Washington State).

A new 25-member Early Learning Advisory Council is being established this year to advise DEL on statewide early learning community needs and progress. The council will work in conjunction with DEL to develop a statewide early learning plan that crosses systems and sectors to promote alignment of private and public sector actions, objectives and resources, and to ensure school readiness. DEL is charged by the state Legislature with a primary duty to implement state early learning policy and to coordinate, consolidate and integrate child care and early learning in order to administer programs and funding as efficiently as possible. DEL’s specific coordination duties include:

- 1. Supporting both public and private sectors toward a comprehensive and collaborative system of early learning that serves parents, children and providers***
- 2. Encouraging best practices in child care and early learning programs***
- 3. Collaborating with and assisting in the implementation of the private-public partnership***
- 4. Working cooperatively with the Early Learning Council***
- 5. Collaborating with the K-12 school system to ensure appropriate connections and smooth transitions between early learning and K-12 programs.***

While Washington state has not officially begun this phase of Good Start, Grow Smart, the state has developed a collaborative and comprehensive strategic framework for building the early childhood system. This framework is called Kids Matter, and has had input from state and local partners, and private and nonprofit sectors. The plan identifies four goal areas:

- 1. Access to health insurance and medical homes***
- 2. Support for mental health and social-emotional development***
- 3. Provision of early care and education/child care***
- 4. Parenting information and support for parenting***

Partners are exploring funding and delivery mechanisms to reach the goals. The Head Start-State Collaboration Office, now included within DEL, has been an active partner in the development of Kids Matter.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

Washington state's early childhood program partners include the Department of Early Learning, Department of Health, Office of Superintendent of Public Instruction, Department of Community, Trade, and Economic Development, and the Department of Social and Health Services.

2007 legislation created an Early Learning Advisory Council that is charged to work in conjunction with DEL to develop a statewide early learning plan that crosses systems and sectors to promote alignment of private and public sector actions, objectives and resources, and to ensure school readiness. DEL is also directed to staff the new advisory council.

The Kids Matter plan brings together child care, Head Start, state funded pre-K (ECEAP), health department services and many others. The plan was written collaboratively by programs at both state and local levels.

Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

Identifying goals and creating links for collaboration continues to be important across state and local agencies, foundations, nonprofits and businesses. DEL is collaborating with Thrive by Five Washington and its demonstration communities to support services for children and families at the local level.

There is hope that as a result of collaboration, funding will be obtained to carry out recommendations. One section of the Kids Matter plan focuses specifically on child care, including professional development. A second section covers social and emotional development, including provider education. Each plan element connects to both system outcomes and child and family outcomes. Information can be found at www.washingtonlearns.wa.gov/materials/050928_el_kidsmatter.pdf

A Parent Advisory Group provides input about coordination of early learning services in local communities and identifies areas for improvement. The Parent Advisory Group will provide input into the development of a Parent Needs Assessment as required by the 2007 legislation. This will help ensure that DEL's plans for programs and services are responsive to parent needs and desires.

A private-public partnership, Thrive by Five Washington, gives special attention to the role and importance of early learning. Roles and responsibilities between business leaders and government toward early learning best practices, public awareness and education and involvement of parents, creates an important foundation for increasing positive outcomes for children.

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

2007 Washington state legislation sets forth an expectation that the statewide early learning plan will cross systems and sectors to promote alignment of private and public sector actions, objectives and resources, and to ensure school readiness.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: **May 16, 2007**

Manner of notifying the public about the statewide hearing: **Listserve and e-mail**

Date(s) of public hearing(s): **June 6th and June 8th**

Hearing site(s): **Spokane and Kent**

How the content of the plan was made available to the public in advance of the public hearing(s): **Web site, www.del.wa.gov**

A brief summary of the public comments from this process is included as **Attachment 2.2.**

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?



Yes. If yes, **describe** these activities or planned activities, including the results or expected results.



No.

Describe (1) the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, and (2) the results or expected results of these activities. (658D(b)(1), §98.16(d))

- ***Thrive by Five: In January 2006, DEL and other public and private funding partners joined to create the Washington Early Learning Fund which incorporated under the name Thrive by Five Washington as a charitable nonprofit organization chaired by Governor Gregoire and Bill Gates, Sr. Thrive by Five Washington began with an initial \$9 million to invest in parent education, high-quality early care and learning demonstration projects and other early learning improvements and pledged \$100 million over the next decade for early learning investments. Thrive by Five Washington's president and chief executive officer began work in January 2007. DEL will collaborate with Thrive by Five Washington as reflected in the Washington Learns November 2006 report and the DEL December report to the legislature.***

See section 2.1.1 for more information on the Washington state legislative and gubernatorial action to implement a strong public-private partnership relationship that includes DEL, Thrive By Five Washington and the Early Learning Advisory Council. Partnership responsibilities between DEL and Thrive By Five Washington include:

- 1) Enhancing parent education and support***
 - 2) Working with and complementing existing early learning programs***
 - 3) Funding quality initiatives***
 - 4) Encouraging local partnership efforts***
 - 5) Assisting the statewide movement to high quality early learning***
 - 6) Supporting parents as a child's first and best teacher***
- ***BUILD Initiative: Led by the Foundation for Early Learning, this initiative works to develop a better linked and coordinated early childhood system. The coordinated and collaborative service delivery theory is that improved service delivery results in more expedient, integrated and higher quality services leading to better child and family outcomes, and depend on services being accessed.***
 - ***Educational Service District 189 ELOA grant: The Northwest Educational Service District received an Early Learning Opportunities Act grant to increase professional development of early childhood educators in a five-county region of the state. These funds are matched by businesses and agencies to increase availability of early learning materials and support to child care providers and preschool teachers.***

A major focus of the mentoring program is to provide teachers with a researched-based, intentional early literacy and social/emotional skills curriculum. This project provides consultation services of early learning specialists working on-site with child care providers. The expected results

are that child care providers will increase their skills in supporting areas of learning that children entering kindergarten from their programs will need to succeed in school and in life. A pre- and post- assessment will be used to evaluate child outcomes.

- *Success by Six: A United Way network of early childhood coalitions bringing together business, government and nonprofit sectors in new ways to give young children the best start in life in many Washington communities. Success By Six initiatives are generating long-lasting community change to support young children by bringing stakeholders together and galvanizing communities to solve problems and create strategies for system and policy change. Local coalitions are galvanizing communities and states around early childhood development. They are raising awareness, improving access to services and advocating for public policies, especially around early learning and child care, to improve the lives of young children and families.*
- *Social Venture Partners: A foundation that links with community partners to help finance local activities to improve children's services resulting in better child outcomes.*
- *King County Funders Alliance: A group of funders from King County who have prioritized family, friend and neighbor care, and quality rating systems for support to improve outcomes of children in child care.*
- *Spokane United Way Success by Six and Health Improvement Partnership: Implements the Spokane Tiered Reimbursement Project that supports child care providers in becoming accredited, with the outcome of improved or enhanced child development.*
- *Talaris Institute: A research institute to advance knowledge of early brain development: Provides public education and awareness campaigns, including more effective techniques for parents and caregivers and enhanced parent-child relationships.*
- *Washington State Child Care Resource & Referral Network: Supports families and caregivers, shapes policy and builds communities that promote the learning and development of children and youth throughout Washington state by a strong statewide network of local child care resource and referral programs.*
- *Governor's Summit on Early Learning and the Summit teams: Please refer to section 2.1 for more information about the summit and teams. At the governor's summit, state funded planning grants were awarded to the 18 local and one tribal community summit teams to further their early learning community network building and mobilization efforts.*

- ***Early Learning Partnerships: The 2007 Legislature enacted an Early Learning Partnerships grant program to promote development of private-public partnerships at the local level.***
- ***Early Reading Initiative: DEL is partnering with the Legislature and Thrive By Five Washington to develop and administer the state funded Early Reading Initiative grant program for community-based initiatives that develop pre reading and early reading skills through parental and community involvement, public awareness, coordination of resources and partnerships with local school districts.***

PART 3

CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:

- (1) a description of the form of the certificate (98.16(k));
- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and
- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of \$98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

Attach a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as

Attachment 3.1.1. If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be used for reference purposes only. Documents provided by Lead Agencies pursuant to this section will not be uniformly or comprehensively reviewed and will not be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in the Plan.

- (1) Child Care subsidy consumers are issued an award letter from DSHS staff. This letter is considered the certificate. It identifies the subsidy program, contains eligibility dates and any co-payment responsibility on the part of the consumer.**
- (2) The following steps lead consumers through the process of obtaining child care subsidies:**
 - a) Consumers contact DSHS either by phone, mail or electronically and request or submit an application. All families use the same application, with the exception of Seasonal Child Care.**

- b) DSHS staff review applications and request additional verification if needed.**
- c) If eligible, consumers receive an award letter. Consumers who have not chosen an approved provider are referred to a local child care resource and referral agency program for referrals to licensed/certified providers and consumer education on how to choose quality child care. They are also given appropriate information regarding the use of license exempt providers (in-home/relative) when applicable.**
- d) Consumers use the award letter to show potential providers their eligibility for the program.**
- e) Once a provider is chosen, a contractor or DSHS staff gather information from the provider and consumer to establish accurate payment.**

This process is slightly different for Homeless and Seasonal Child Care in that consumers contact the authorized contractor. Child care provider options are limited due to the nature of the programs.

(3) Child care subsidies are offered exclusively through a certificate system. The lead agency does not hold grants or contracts with child care providers for the provision of slots or blocks of care.

3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☐ Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

☒ No.

3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

☐ No.

Seasonal and Homeless Child Care programs limit parents to the use of licensed or certified providers. These parents are often in transitional housing situations which are difficult to monitor for

children's health and safety needs. For this reason, DEL does not allow in-home/exempt providers to care for children enrolled in the Seasonal and Homeless Child Care programs.

For families using subsidies, non-relatives and certain relatives are restricted to providing care in the child's home. This limitation is in accordance with state child care licensing regulations.

- 3.1.4 Are child care services provided through certificates, grants and/or contracts offered throughout the State? (658E(a), §98.16(g)(3))

☐

Yes.

☒

No, and the following are the localities (political subdivisions) and the services that are not offered:

The Seasonal Child Care program is not offered in the northeastern corner of the state or in western Washington, except for Skagit and Whatcom counties.

3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

See Attachment 3.2A for rates, effective July 1, 2007.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed:
June 2006 . (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (See **Guidance for additional information.**)

DEL has contracted with Public Works to conduct comprehensive research on best practices from around the country, and to conduct a collaborative analysis with DEL to ensure the findings and

recommendations are relevant to Washington and offer a realistic opportunity to improve the child care system in the state. Four policy and funding rates are addressed: market rate survey and rate setting process, exempt providers, method of authorizing and paying for child care and seasonal child care. The results of the research is due 6/30/2007.

- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?

☒ Yes.

☐ No.

The last rate cycle was completed before the time period mentioned above. The 2004 survey was used extensively in the decision to use a uniform rate increase starting November 2005. The next rate setting cycle is due to start in summer 2007 in conjunction with collective bargaining with child care providers and their union representatives. Results of the 2006 survey will be used in rate setting.

At what percentile of the current Market Rate Survey is the State rate ceiling set? If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), describe and provide the range of variation in relation to your current survey. (See Guidance for additional information.)

During the last rate setting cycle, it became apparent that the budget would not be large enough to provide equal access to all payment categories without decreasing rates in some categories. Further, the survey showed that a rate increase while holding existing rates harmless would give the benefit to few categories, mostly in King County. As there had been no rate increase in any category since January 2002, the decision was made to give a flat percentage increase to all categories across the state.

Percentiles at the time of the 2004 survey, prior to the flat rate increase in November of 2005, had a very wide range. Excluding school-aged children, access in child care centers ranged from the 10th percentile for preschoolers in region 4 (King County) to the 36th percentile for infants in Region 6 (southwest Washington), though only three of 18 categories exceeded the 30th percentile. For family homes, excluding school-age, percentiles ranged from the 20th

percentile for toddlers in Region 5 (northwest Washington) to the 51st percentile for toddlers in Region 2 (southeast Washington).

- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e., describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

There is a growing concern that a true market rate does not exist in many areas of the state. Facilities that serve mostly subsidized children may not publish a rate different from the subsidy rate, or the rate for non-subsidy children may be influenced by the desire to keep rates comparable for all children in the facility. In areas where this is a common scenario, rates in facilities serving non-subsidized children may be influenced by the need to compete with rates set or heavily influenced by the subsidy rate. Analysis conducted in 2004 suggested that as much as 40 percent of slots statewide were subsidized, with urban King County supporting a large portion of the non-subsidized slots.

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

☒ Yes. If, yes, **describe.**

Higher rates in a region may be concentrated in urban centers if facilities across large rural areas consistently charge less. Access in these urban facilities may therefore be significantly less than across the rest of the region. If a severe access inequality can be shown, facilities in this situation may receive a special rate in an effort to provide equal access inside the region.

☐ No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☒ Yes. If yes, **describe:**

The Spokane child care community, with technical and financial support from DEL, began a pilot project January 23, 2004. This three-year Tiered Reimbursement Pilot Project provides financial incentives to licensed child

care providers participating in the project. The project's purpose is to enhance the quality of child care services. Eligible providers must be working towards or maintaining their professional accreditation with the National Association for the Education of Young Children or the National Association for Family Child Care. Providers must also maintain a minimum enrollment of 25 percent children receiving state subsidies. A community organization, Health Improvement Partnership (HIP) of Spokane, is contracted to pay bonuses to licensed providers, based on DSHS subsidy payments according to the tier level of the provider. HIP will also facilitate the development of a program evaluation.

This pilot project builds upon the Spokane child care community's work that supports licensed child care providers working towards accreditation. Both HIP and United Way of Spokane have taken on leadership roles in this project. The community's contribution to this pilot project includes:

- ***Making scholarship funds available for CDA or AA degrees***
- ***Providing financial assistance for tuition and/or facility improvements required by accreditation***
- ***Providing technical assistance for reaching accreditation standards***
- ***Offering support groups, mentoring and training focused on quality and accreditation***

DEL's contribution is to provide the funds for quarterly bonuses based on the amount of subsidized child care payments. Providers participating in the pilot who are accepted into an accreditation program receive a five percent bonus. Those who become accredited receive a nine percent bonus in addition to their DSHS payments. DEL also assists with accreditation fees. The project will include an evaluation component to assess the impact of these activities on the quality of child care.

☐ No.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is **up to the child's 19th birthday.**

☐ No.

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is **up to the child's 19th birthday**.

☐ No.

3.3.2 Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

			IF APPLICABLE	
Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$1,506	\$1,280	Not lower	
2	\$5,008	\$4,257	\$2,282	46%
3	\$5,417	\$4,604	\$2,862	53%
4	\$6,250	\$5,313	\$3,442	55%
5 or more	\$5,450	\$4,633	\$4,022	74%

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective:

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2**. (§§98.16(g)(5), 98.20(b))

“Income” means any appreciable gain in real or personal property, cash or in-kind, received by a client during the month for which eligibility is determined and that can be applied toward the needs of the assistance unit, as stated in the Washington Administrative Code.

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

☒ Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

Income that is deducted or excluded based on family size, type and use of income, as described in WAC 388-290-0015, 388-290-0060, 388-290-0065 and 388-290-0070. “Income” for the purposes of the Seasonal Child Care Program is described in WAC 170-292-0035 and 0045.

☐ No.

- Is the income of all family members included?

☐ Yes.

☒ No. If no, **describe** whose income is excluded for purposes of eligibility determination.

Family members with excluded income are discussed in WAC 388-290-0015, 290-0070 and 170-292-0045.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

☐ No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- ☒ Yes.
- ☐ No.
- ☐ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

- ☒ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)
- ☐ No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions?
(658E(c)(3)(B), §98.16(g)(5), §98.20(b))

- ☒ Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)
- ☐ No.

3.4 Priorities for Serving Children and Families

- 3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF- eligible families	(c) Same priority as other CCDF- eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Families receiving Temporary Assistance for Needy Families (TANF)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families at risk of becoming dependent on TANF	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- 3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. (658E(c)(3)(B))

Families are considered very low income if they are at or below 82 percent of the federal poverty level or receiving TANF.

Documentation that a child has special needs (additional care needs while in child care) is necessary for placement on a priority list and to receive authorization for a child care subsidy. Documentation for the child's special need and additional level of care must be made by a health, mental health, education or social service professional with at least a master's degree, or by a registered nurse.

- 3.4.3 **Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

Working Connections Child Care (WCCC) policy only is administered by DEL. Child care authorizations and payments are made by DSHS's Economic Services Administration.

Families who receive TANF are generally required to participate in approved DSHS WorkFirst activities. Activities range from job search to customized training and education programs. Activities are tailored for assisting families in becoming independent from TANF as quickly and successfully as possible. Parents participating in

approved WorkFirst activities are fully supported with Working Connections Child Care.

Working families who have household incomes less than 200 percent of the federal poverty guideline are generally seen as those families at risk of becoming dependent on TANF. Working Connections child care programs are specifically designed to serve these working families with lower incomes. Approximately 91 percent of CCDF funds are spent on child care subsidies for this population.

In addition to employment, WCCC eligible families may receive child care to help complete education and training, such as high school/GED completion, adult basic education, English as a foreign language, food stamp employment and training activities and vocational education.

Families waiting approval of TANF eligibility who are ready for immediate WorkFirst participation may be authorized child care benefits while their application is pending.

- 3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

☒ No.

- 3.4.5 Does the Lead Agency serve all eligible families that apply?

☐ Yes.

☒ No.

(Washington State does not maintain waiting lists for it's major subsidy program, Working Connections Child Care. The Seasonal Child Care program does have limited funding which can result in not serving all eligible families.)

- 3.4.6 Does the Lead Agency maintain a waiting list?

☒ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

Only the Seasonal Child Care may have a waiting list, depending on the time of year and the ability to shift funds from one area of the state to another. Contractors who provide services to families maintain a waiting list and contact families as more funds are available. A Public Works consultant is currently reviewing Seasonal Child Care and Working Connections programs, and will suggest systems improvements for both programs.

☐ No.

3.5 Sliding Fee Scale for Child Care Services

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of **April 1, 2007**.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☒ Yes, and the following **describes** any additional factors that will be used:

☐ No.

WCCC eligible families may receive the additional benefit of having the minimum \$15 co-payment waived for the first two months after beginning to receive WCCC or after they start a job. This benefit allows many families an additional adjustment period as they move into the workforce. See WAC 388-290-0090 for more information.

- 3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒ Yes.

☐ No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

- 3.5.3** The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: **\$2,862**.

The Lead Agency must **select ONE** of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

Families do not have to pay a fee (co-payment) when services are provided for protective care in child abuse and neglect cases.

3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

- ☐ Yes.
- ☒ No.

3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(3))

Washington state changed its co-pay schedule in 2003, increasing by \$25 co-pays for all families except those in the lowest income category. Co-pays for families with incomes below 83 percent FPL were maintained at \$15 per family per month. All families with incomes below 164 percent FPL have co-pays of less than 10 percent of countable income. Indeed, almost all families with incomes below 137.5 percent FPL have co-pays below 5 percent of countable income. Eligibility for child care subsidies is cut off at 200 percent FPL, at which point co-pays amount to about 15 percent of a family's countable income.

PART 4

PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- What documentation parents must provide
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Attach a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):

Parents receive information about state subsidy programs through their local DSHS Community Services Office, child care resource and referral agency, child care provider, assigned Division of Child and Family Services social worker, Seasonal Child Care contractors, or other community agencies. Posters and brochures are available in eight languages on the Internet to download that publicize the availability of these services. The following steps lead parents through the process of obtaining child care subsidies:

- a) Parents contact DSHS either by phone, mail, electronically or in person. WCCC uses the same application for both TANF and non-TANF applicants.***
- b) Parents receiving TANF are required to participate in WorkFirst activities. Parents work with WorkFirst social workers, the child care resource and referral agency and the WCCC authorizing worker in an attempt to resolve any child care issues.***
- c) DSHS Community Service Division staff review the application, request additional verification if needed, and determine eligibility for the program. DSHS staff refer parents to the appropriate contractor when the parent appears to meet the seasonal child care criteria.***

- d) If eligible, parents receive an award letter. Parents who have not chosen approved providers are referred to a local Child Care Resource and Referral Agency for licensed/certified providers. Parents are also given information regarding the use of license exempt providers (in-home/relative) when applicable.**
- e) Parents use the award letter to show potential providers their eligibility for the program. It contains information on the eligibility period, monthly co-payment amount and activity covered by child care.**
- f) Once a provider is chosen, the contractor or CSD staff gather the necessary information from the provider and parent to establish accurate payment, which goes directly to the provider.**
- g) Eligibility periods for WCCC range from one day to six months. Length of eligibility varies depending on the parents' history with the program, current activity and children's needs.**

The above process is slightly different for Homeless and Seasonal Child Care in the following ways:

- Parents contact authorized contractors and the contractors determine eligibility for the programs. One source of information is the brochure "Seasonal Agricultural Workers! Do You Work in Fields, Orchards or Packing Sheds?"**
- Child care provider options are limited to licensed and certified providers since most of these families do not have stable housing.**
- Eligibility periods are different due to the short-term nature of homeless care and seasonality of care.**

Applications for ECEAP services are available through contracted agencies. Parents are notified of their opportunity to access ECEAP services if they are income eligible. If they are in need of full-day child care, they may also access the WCCC program. WCCC eligibility requirements and rules take precedence when a family has a child enrolled in a blended HeadStart/ECEAP site that is also a licensed child care center or home. The family must meet WCCC income guidelines and the provider must be licensed or certified. The amount of care authorized is based on the parent and child's schedule, and is no longer than six months. The family's on-going eligibility is based on WCCC criteria. All WCCC children are authorized a full day of care when the need is for five hours or more a day or 110 hours or more a month.

Children's Administration has a distinct service system that bases all services on the health and safety of the child. Services are provided through the implementation of an Individual Service and Safety Plan (ISSP). The ISSP outlines which services will be provided to support the child's health and safety. The child's assigned social worker is responsible for each child's plan.

Child care is an identified service by the social worker when needed for the health or safety of the child.

The DSHS Community Services Division (CSD) created three types of customer service centers in all six regions of the state. They are:

- 1. Virtual: Staff are in the local Community Service Offices (CSO) and connected by phone***
- 2. Centralized: Staff are at one regional site***
- 3. CSO based: Staff are in the CSO, which are designed to simplify accessing services. Customers can call their local call center to learn about CSD services, get child care services and/or medical assistance, and report changes for all programs. Customer satisfaction surveys are used to assess service delivery***

WCCC uses an automated system which sends out reminders to parents and providers that eligibility time periods are ending. Parents receive a pre-filled application to make changes or to use as a template when calling in to reapply. This process helps with continuity between eligibility periods for parents and reduces payment processing lag times for providers.

DEL's Early Learning Information System (ELIS) project, which was moved to DEL from DSHS, is in the feasibility study stage. If funding is made available, it will use advanced technology to develop and implement a management information system to support child care licensing activities, early learning programs and performance management and accountability needs of the agency, policy makers and the public.

4.1.2 Is the application process different for families receiving TANF?

☐ Yes. If yes, **describe** how the process is different:

.

☒ No.

4.1.3 The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

Parents are generally informed of the full range of child care options during their first contact with DSHS and its partners. DSHS staff and partners do not make recommendations to specific child care providers. They instead inform the client of the types of providers who can receive subsidy

payments. This list of approved providers can be found in pamphlets and on forms sent to parents. To find licensed providers, the client is referred to the local child care resource and referral program. The CCR&R is contracted by the state to provide child care referrals and consumer education at no cost to low-income families. Families are matched with licensed providers based on needs, which are typically location, hours and ages of children accepted, but also potential additional concerns such as flexibility, transportation, fees and enrichment activities. Additional licensing information is available through the Licensed Child Care Information line, 1(866)48-CHECK. Public access to approvable provider information is available through the licensed child care information system on the DEL Web site, <https://fortress.wa.gov/dshs/f2ws03esaapps/lccis/lccis.aspx>,

4.1.4 Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

☒ Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.

Washington State abides by a strict translation policy for all written and oral communication with families. All materials must be translated in the family's native language. Certified language interpreters are available for state staff to use when working with non-English speaking families.

☐ No.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

DSHS maintains a record of complaints by parents and others in the DSHS Children's Administration's automated Case and Management Information System (CAMIS). Complaints are received, categorized and forwarded by staff to be investigated by a DEL licenser or Child Protection Services (CPS) investigators. The outcome of licensing and/or CPS investigations is entered into CAMIS, as "founded," "unfounded" or "inconclusive" (CPS allegations) or "valid," "invalid" or "inconclusive" (licensing allegations). Complaint outcome information is available to parents and the public on request by telephoning DEL's Licensed Child Care Information Line or the

facility's licensor. Parents and the public can also request public disclosure of licensing files, including complaints and outcomes.

The Licensed Child Care Information Line, 1(866)48-CHECK, is available for parents who want information about the license status of their child care provider. Information is provided about capacity, ages of children served and the length of time a provider has been licensed. Parents can also obtain information on whether a home or center license has been revoked or suspended or is in summary suspension, as well as if the home or center has any "founded" Children's Protective Services (CPS) complaints. The Licensed Child Care Information line is printed on the license.

A child care complaint brochure is available that explains what happens when child care complaints are registered with the Children's Administration Intake office and how decisions are made to determine if the complaint is investigated by CPS or DEL. This brochure, Child Care Complaint Process: What Happens When there is a Complaint about a Child Care Home or Center?" explains the investigation process and follow up procedures conducted after an investigation.

The state minimum licensing requirements for child care centers and child care business regulations for family home child care require child providers to make licensing information available on site for parents to review. This includes copies of the most recent center and family home child care checklist for licensing renewal, the most recent center and family home child care licensing monitoring checklist, and facility licensing compliance agreements for any deficiencies noted.

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

An orientation is provided to individuals who express interest in becoming licensed providers. At the orientation, providers are given information about licensing regulations. One of the licensing regulations directs providers that parents are given permission for free access by the child's parent to all center (home) areas used by the child. Providers also must include this policy in their parent handbook, which is also a licensing regulation. Parents must be given a parent handbook at the time of enrollment.

Written in the Washington State Code, WAC 170-295-0500(5) and WAC 170-151-170 (2)(o) is the following directive to each child day care center, family

home licensee and school-age care. This information is found in booklets given to child care providers:

- **Minimum Licensing Requirements for Child Day Care Centers, Child Care- WAC 170 295-6060**
- **Business Regulations (Minimum Licensing Requirements) for Family Child Day Care Homes-170-296-0500 and**
- **Minimum Licensing Requirements for Child Day Care Centers Caring Exclusively for School-Age Children. 170-151-170**

Note: An exemption to parents having unlimited access to their children while in child care with a provider who receives CCDF funds is necessary for children in protective services due to child abuse or neglect. Many of the children in protective services have court orders outlining parental contact. These court orders supersede the need for providers who receive CCDF funds to allow parents unlimited access to their children when the children are receiving protective services child care.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is:

Washington State Department of Social and Health Services (DSHS).

- "appropriate child care":

Licensed, certified or approved care under state laws and regulations that apply to the type of child care used, and that parents may make their own choice among child care options available in their area.

- "reasonable distance":

Reasonable distance is limited to TANF recipients who must participate in the state's WorkFirst program and means that parents can reach the child care site without travel that exceeds normal expectations in their community.

- "unsuitability of informal child care":

Care that does not meet the standards of reimbursable child care as defined in WAC 388-290-0125 constitutes unsuitable informal child care and cannot be reimbursed with CCDF funding.

- "affordable child care arrangements":

At or below the parent's share of the child care costs (co-payment) as calculated by the Working Connections Child Care program.

PART 5
ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF
CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

DEL addresses overall quality issues of the care of infants and toddlers, resource and referral and school-aged children through the Washington State Training and Registry System (STARS). The program oversees the mandatory, minimum training requirements for licensed child care providers. Required training includes 20 hours of basic training and 10 hours annually of continuing education. STARS includes a registry and database, approval of trainers and evaluation of training effectiveness. Scholarships are available to providers. Financial support is available to attend STARS-approved conferences. DEL contracts with WAEYC to manage the STARS program. Below are additional programs that address infants and toddlers, resource and referral, and school-aged children.

Infants and Toddlers:

- A. The State/County TANF Agency (DSHS)**
- B. A non-TANF State/County Agency**
- C. A non-governmental community or faith-based organization**
- D. Child Care Resource & Referral Service**
- E. School/school district**
- F. Child Care Provider**
- G. Other**

Child Care Nurse Consultants: Through a contract with the Washington State Department of Health, local health jurisdictions receive funding for 10 full-time equivalent child care nurse consultants across the state with expertise in promoting the health, safety and development of infants and toddlers in licensed child care facilities. Each health jurisdiction has a consultant available to child care providers serving infants and toddlers. A few counties supplement CCDF funds and have additional nurse consulting services, such as nutrition and environmental health. Training and technical assistance, on-

site consultation and regional networking opportunities are available to support local child care health consultants in building their skills working with child care providers who serve infants and toddlers. Child care health consultants also collaborate with Child Care Resource and Referral and other local entities to provide training for child care providers, especially in areas of health and safety.

Child Care Provider Training and Technical Assistance: *DEL will continue to pursue new options, such as child care consultation funds, for the development and delivery of training focused on infant and toddler caregiving and/or technical assistance for providers of children 0-36 months of age.*

Building Bridges with Higher Education: *A training partnership between local resource and referral agencies and community/technical colleges. Providers may take one college credit course/module and earn STARS continuing education hours. Community/technical colleges sponsor the course module and R & Rs offer on-site coaching. Modules are divided into three 10-hour courses. One such module includes infant and toddler caregiving, with content appropriate for caregivers of children birth through 36 months.*

Resource and referral services:

Child care resource and referral (R&R) services have been mandated by Washington State law since 1987. The Washington State Child Care Resource & Referral Network (R&R Network) is responsible for coordinating and managing all local R&R child care programs, as of July 2007 and under a contract with DEL.

DEL recognizes that assuming responsibility for managing local program contracts is a natural extension of the R&R Network's focus on the quality, stability and effectiveness of R&R services statewide. This change in authority and responsibility for R&R service design and delivery was initiated by local R&R programs and represents their deep commitment to meeting the child care, early learning and after-school program needs of children statewide. Core R&R services include, but are not limited to, assistance for:

- **Parents:** *Consumer education for families and referrals to child care and early learning programs for children from birth through 12 years of age, as well as appropriate referrals to other community family support and educational services.*
- **Child Care Providers:** *Training, technical assistance, on-site consultation, mentoring and other programmatic and individual professional development support for caregivers aimed at improving the quality of care they provide.*
- **Communities:** *Capacity-building for quality child care and early learning systems through collaboration and engagement of individuals representing local government, business, labor, education (early learning, K-12 and*

higher education), health and philanthropy in local communities across the state.

In 2006 and under the R&R Network office's technical assistance and training plan approved by DEL and the local R&R programs, the R&R Network office provided numerous memos and clarifications to all programs, more than 50 incidents of technical assistance to individual local R&R programs, 30 technical assistance conference calls for R&R program staff, nine visits to local R&R program sites, four provider newsletter templates with articles and announcements in English and Spanish, and six issues of the R&R Reporter.

In 2005, the R&R Network responded to 95,445 calls from parents seeking care, providers seeking technical assistance and community and business leaders seeking resources. Of that total, 34,000 calls resulted in child care referrals for more than 24,000 families. In addition, the R&R Network offered more than 800 trainings of one or more hours through local R&R programs to early care and education professionals across the state. At DEL's request, local R&R programs provided six enhanced referrals to families displaced by Hurricane Katrina.

Other ongoing R&R Network projects include the production of several child care supply and demand reports annually based on data collected through local R&R programs. This data is combined with information from other sources to create individual child care data reports on each of the state's 39 counties. These reports, plus the statewide roll-up are available on the R&R Network Web site, www.childcarenet.org.

The R&R Network also partners with DEL on new special projects and plans for managing the R&R Network through new funding and other activities. In 2006, the R&R Network collaborated with DEL to design a survey and contracted to begin collecting and reporting data from family child care providers who closed their businesses on their reasons for closing. In 2005, the R&R Network coordinated regional combined trainings for child care licensors, licensing health specialists, child care health consultants and R&R staff.

School-age child care:

School's Out Washington: School's Out Washington is a statewide organization focused on building community-based systems to improve the quality and availability of afterschool programs for Washington's school-age children. School's Out Washington is contracted by DEL and coordinates the Washington Regional Action Project (WRAP) network in six regions within the state to develop a regional system of care and support for school-age children and their families. In addition, School's Out Washington leverages public dollars with grants from private foundations to perform the following:

- Provide training and technical assistance to programs for school-age children via telephone, site visits, a quarterly newsletter and resource library**

- ***Sponsor and plan an annual statewide professional development event***
- ***Educate and engage communities through participation in local, regional and statewide groups***
- ***Provide funding to local out-of-school time programs to meet or maintain licensing requirements***

Representatives of School's Out Washington and DEL participated in a national meeting in winter 2007 for representatives of statewide after-school networks. The meeting featured cross-network learning opportunities and included key decision-makers from each state.

The 2007 Washington state legislature included \$3 million for grants to after-school programs to support the important role that after-school programs play in supporting learning.

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008:

\$ 12.5 million (5%)

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- 5.1.3 **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Comprehensive consumer education	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	See below	<input type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	See below	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	See below	<input type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	See below	<input type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Activities that increase parental choice	<input checked="" type="checkbox"/>	See below	<input checked="" type="checkbox"/>
Other activities that improve the quality of child care (describe below).	<input type="checkbox"/>		<input type="checkbox"/>
Other activities that improve the availability of child care (describe below).	<input checked="" type="checkbox"/>	See below	<input type="checkbox"/>
(§98.51(a)(1) and (2))			

- 5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

COMPREHENSIVE CONSUMER EDUCATION

1. ***DEL's Web site, www.del.wa.gov, is currently under development. It provides information such as the following:***
 - ***Publications, resources and contract opportunities***
 - ***How to find a child care provider, get information about a current provider, and how parent concerns about their child's care are handled***
 - ***Child care and early development***
 - ***Child care subsidies, billing practices and policies, facility financing and professional development***
 - ***Licensing policies for child care facilities, including child care centers, family child care homes and school age child care centers. Applicable state laws are also posted***
 - ***Monthly updates of data and statistics on subsidy payments and services, fact sheets on child care in Washington***
 - ***Additional booklets, brochures, reports, periodicals, research data and findings***

2. ***Washington Born Learning Campaign: Washington is an enhanced site for the national campaign led by the Washington Early Care and Education Coalition. DEL will contract with community partners to lead, plan, coordinate and carry out the campaign state-wide to increase awareness and knowledge among parents, families, caregivers and child care providers regarding early learning and how to help children learn. In Washington, 52 statewide and local organizations have signed on as partners. Local campaigns are underway in 10 communities representing 27 counties in all. These local campaigns are joining with statewide organizations. A coordinating committee of local, regional and state partners meets monthly to leverage resources and strengthen their impact. Other work of the campaign includes:***
 - ***Meetings and presentations on Born Learning messages and resources, resulting in more than 20,000 face-to-face contacts. Many participants received information to share with parents.***
 - ***Public service announcements (PSAs) air on radio and TV stations in three Born Learning Washington communities. PSAs have run 15,000+ times on Comcast Cable TV stations in northwest Washington alone.***
 - ***Mailings and e-mails on campaign activities, early learning public policy, and tips for parents and caregivers to more than 13,850 people from diverse communities across the state.***
 - ***Recognition of nearly 50 local champion actions. "Champions" are what the Born Learning Washington campaign partners call people who take action to make early learning a top priority.***

3. **Licensed Child Care Information System:** Maintained by DEL, this system includes a toll-free phone line, 1(866)48-CHECK, and an interactive Web page for parents to access licensing information on a child care home or center. The toll-free number, staffed by the DSHS Referral Line, makes it possible for parents to call one central, statewide number for licensing information such as:
- Licensing of a child care provider
 - Licensing complaints, including their nature, investigation and outcome
 - Provider information, such as capacity, ages of children served and length of time a provider has been licensed
 - Reporting a licensing violation. Callers are directed to a DSHS Child Protective Services intake worker. Parents wanting more specific information regarding their child care provider are directed to the appropriate licensor. Parents who use the toll-free number to seek a new child care provider are transferred to the Washington State Child Care Resource & Referral Network

DEL is planning improvements to the system, such as parent needs assessment and other projects.

4. **The Child Care Resource & Referral Network:** Hosts a toll-free consumer education hotline to connect families with local R&R programs and an award-winning Web site, www.childcarenet.org, which offers access to a wealth of information to parents, child care providers, employers and other interested parties.

Parents can get contact information for their local child care Resource & Referral. They can also get information on choosing a child care provider, accessing financial assistance for child care and medical needs, licensing and background checks, in-home child care, and how to become a child care provider. Parents can also learn how to register complaints and access parenting and health resources, including information on brain development, types of care, hallmarks of quality programs, and disaster preparedness.

The Web site includes a section for employers. Information is available to help small and large companies integrate work/life. The site explains how family-friendly options benefit companies and what it takes to make a work/life program successful. It offers a business self-assessment tool to determine the benefit resources of the company, an employee assessment tool to identify the needs of the employees, a cost benefit analysis to show an employer how much is being lost by not having work/family programs, a comprehensive list of types of programs that can be offered in all businesses, and ideas tailored for small businesses.

Child care supply and demand data and reports are available both statewide and county by county. Annual reports detail child care and economic statistics that the state R&R Network compiled from local R&R programs and other state and national sources.

GRANTS OR LOANS:

- 1. Child Care Advantages: Provides technical assistance, grants and low interest loan assistance to child care providers and businesses to develop child care facilities for their employees' children. Facilities are encouraged to include a reasonable number of children whose costs of care are subsidized by the government. DEL contracts with the Washington State Department of Community, Trade, and Economic Development (CTED) to manage this statewide program.***
- 2. Child Care Facility Fund: Provides low-interest loans and grants to employers and child care providers interested in opening a new child care center or expanding an existing one. CCFF has facilitated the expansion of child care businesses and employer-supported child care facilities by increasing the quality and availability of licensed child care centers in Washington state, and by providing technical assistance to individuals seeking to become child care providers. DEL contracts with CTED to manage this statewide program.***
- 3. Child Care Micro Loan: Offers loans up to \$25,000 to eligible applicants. In cooperation with five community lending institutions throughout Washington, the CTED program is able to make available nearly \$1 million in small, low-interest loans for child care providers. Loans are available to help pay for start-up facility costs, health and safety improvements and minor renovation expenses. For more information, see www.cted.wa.gov/site/88/default.aspx***

MONITORING COMPLIANCE

DEL has taken several steps to improve licensing. These include 1) increasing the number of licensors in order to create more manageable caseloads, 2) putting in place performance targets, and 3) increased data gathering and reporting for licensing.

Washington state requires licensing, including on-site inspections, of child care centers and homes except for facilities exempt from licensing by statute. Exempt facilities include tribal nation facilities on a federally recognized Indian reservation, military facilities, preschools operating less than four hours per day and local government facilities. Centers and homes are required to renew their licenses every three years. Child care centers receive unannounced annual monitoring visits and family child care homes receive an unannounced

interim monitoring visit within the three year licensing cycle. During the initial licensing period, licensors may make pre-license and feasibility visits to help licensees meet regulatory requirements. When licensees are issued a probationary license, licensors make frequent visits to ensure compliance with the probationary agreement. DEL health specialists inspect child care centers to determine compliance with health and safety regulations, and provide technical assistance to providers. These visits are conducted upon initial licensure and again before full licensure is granted.

Licensing complaints are usually investigated with unannounced site visits. When a violation is found, a corrective action plan is developed to bring the provider into compliance. Options can include technical assistance by DEL or R&R, a probationary license, civil penalty, license revocation or suspension.

With DEL's creation in 2006, the DSHS hearing and background check rules became obsolete for the purpose of regulating child care. New emergency rules were filed to allow DEL to continue the business of conducting background checks, hearings and establishing a process for hearings in cases when an applicant for a child care license is denied a license and denied clearance to work with children. Six forums thus far have taken place throughout the state that resulted in a total transformation of family home regulations. Changes were made based on discussion and input from forum participants regarding the new rules. Forums took place in Mt. Vernon, Yakima, Vancouver, Bellevue, Wenatchee and Spokane, and an interactive video conference took place simultaneously with the Wenatchee forum. Meetings were translated in Spanish when necessary.

Background checks are performed on all child care providers, assistants and volunteers who have unsupervised or regular access to children in care. For licensed family home providers, the background check includes all members of the household who are 16 years of age and older.

DEL has implemented a background check application and database. Moving to this automated process has allowed DEL to account for all background checks submitted by child care providers. Electronic submission to the background check central unit has greatly reduced turn-around time for DEL, as well as reducing the paper processing.

DEL is improving licensing field practices to better ensure all staff with unsupervised access to children have background checks. Training and protocols will be put into place to assist staff in using the database information as a cross-check against center employee data and files.

DEL contracts CCDF funds with the State Fire Marshal to conduct fire safety inspections in child care centers and provide training and consultation for DEL licensors.

DEL developed a licensor training and mentoring program in keeping with national research that indicates quality child care begins with well-trained licensors. The program goal is to increase consistency in licensing practice, regulation enforcement and interpretation of licensing requirements.

DEL is contracting with the National Association of Regulatory Agencies (NARA) to conduct a licensing workload study. NARA has developed the coding categories. DEL staff has developed an electronic Web-based tool for capturing the data. The time study is taking place in July 2007 and analysis will be completed by October of 2007. In addition, NARA will be providing information on child care licensing best practices. DEL will use this information to take a critical look at licensing functions and practice.

The child care center and family child care licensor training is based on identified competencies and skills. The staff development team identified skills for core licensor training as those needed within the first six months of employment and developed core licensor training and mentoring modules, including job basics, licensing tools, computer skills, licensing process, complaint process, evaluating/assessing child care programs, ethics, child care environment, playgrounds and provider orientation.

As a result of the licensing practice improvement project and feedback from licensors and their supervisors, licensing policy program managers and the DEL Diversity Advisory Group, training modules developed include job basics and environments, provider orientation and train the trainers, workload management, licensing resources, ethics, computer skills, home licensing process, center licensing process, creative negotiation, licensor role, licensing investigation, interviewing, health training, fire training, center licensing process, clear writing for licensors, character and suitability, legal actions, child care environments, child care center playgrounds and family home outdoor facilities.

PROFESSIONAL DEVELOPMENT

Washington state requires minimum levels of education and training in regulatory requirements for licensed child care providers. They include 20 hours of basic training and ten hours of continuing education annually. Center directors are required to have additional hours of college level credits.

Many agencies contribute to initial and on going training of providers including, but not limited, to Resource and Referral agencies, local health jurisdictions, Schools Out Washington and community, technical and four-year colleges.

Meeting the needs of a workforce with varied experiences and educational backgrounds proves challenging. DEL recognizes the critical nature of professional development and its relationship to quality early childhood settings. Efforts are being made to create a system of professional development where providers can move from community-based training to

taking courses for college credit at a community or technical college that will lead to matriculation into a four-year college program.

Other professional development programs that DEL administers or contracts:

- **Washington State Training System (STARS):** *Mandatory, minimum training requirements for licensed child care providers. Required training includes 20 hours of basic training and 10 hours annually of continuing education. The STARS program includes a registry and database, approval of training content, approval of trainers and evaluation of training effectiveness. Scholarships are available to providers. Financial support is available to STARS approved conferences. DEL contracts with WAEYC to manage the STARS program.*
- **Strengthening Families in Early Care & Education Washington (SFECE WA)** *This collaborative project, building on a national initiative, increases the capacity of early learning providers in Washington to work as partners with parents in promoting school readiness and child safety and well-being. Parent partnerships, a critical element in child care quality, are built throughout activities in this initiative. Identifying, supporting, and training pilot early childhood sites using the Center for the Study of Social Policy's protective factor framework is a primary method for providing professional development. These identified pilot sites receive intensive training and support. Ongoing development of materials, training modules, and training offerings are part of efforts planned in 2007-09 to build skills in family partnerships. As QRIS is developed, the work of SFECE WA will be expanded to assist providers in meeting higher levels of practice in building relationships with families, in collaboration with state and local partners.*
- **Training for Native American child care providers:** *Training is coordinated with all 29 federally recognized tribal nations in the state to ensure that training meets their needs and training sites are easily accessible to all child care staff in Native American facilities statewide.*
- **A system of child care health consultants:** *Based at local health jurisdictions and coordinated by the Washington State Department of Health. Child care health consultants provide training and technical assistance regarding the health, safety and development of infants and toddlers in licensed child care settings.*
- **Training for licensing staff and child care providers:** *Done by DEL trainers. DEL's training program for licensing staff is designed to develop skills in assessing the compliance of licensed child care facilities with regulatory requirements. This will improve compliance monitoring by increasing consistency in licensing practice, regulation enforcement and interpretation of licensing requirements. DEL also trains child care providers on state child care subsidy rules.*

DEL will be providing training to licensing exempt family, friend and neighbor (FFN) caregivers who receive subsidy payments for caring for children. As part of the collective bargaining agreement, training will be designed to help FFN providers gain basic health and safety skills, such as first aid/CPR and to learn the basics of creating a quality home-based setting for early learning.

- ***School's Out Washington: Provides services and guidance for organizations to ensure that all young people have safe places to go when not in school. School's Out works to build community systems that support quality out-of-school time programs for Washington's 5- to 14-year-olds through training, advocacy and leadership. School's Out Washington provides leadership for the Washington Regional Action Project. This is a collaborative partnership to increase the quality and availability of programs for school-age children and youth in Washington state. School's Out Washington works with five other organizations to link communities with resources, including CCDF funds. They provide professional development opportunities for program staff, work to broaden involvement in planning for regional school age youth services, and build a system of out-of-school time care.***
- ***Washington Scholarships for Child Care Professionals: Provides scholarships and support to child care workers to help them complete professional certificates or college degree programs in early childhood education and increase their compensation. Washington Scholarships for Child Care Professionals is implemented through the Washington State Child Care Resource & Referral Network with support from the Bill & Melinda Gates Foundation, Foundation for Early Learning, the City of Seattle, the Foundation Northwest, and the Paul G. Allen Family Foundation and with CCDF funds through DEL.***

The scholarship program for child care professionals was formerly known as Teacher Education and Compensation Helps Early Childhood ® (Washington). Washington Scholarships is designed to meet the specific needs of three distinct segments of the child care provider population:

- a) Full-time licensed child care center classroom teachers, school age care providers and family child care assistants***
- b) Part-time school age care providers working between 15-29 hours per week***
- c) Family child care providers. These are self-employed individuals who are licensed by the State to care for 6-12 children in the caregiver's home***

The program promotes a collaborative relationship among the scholarship program, participants and their sponsoring employers/programs. Washington Scholars receive bonuses for the annual completion of 12 to 20 credits and a commitment from their employers/programs for a raise or

bonus upon completion of their contract obligations. Washington Scholars also sign a commitment to remain employed as a family child care business or at their employers/programs for a year.

- **Washington Association of Educators of Personnel in Early Childhood Program (WAEPECP):** Community and technical colleges and four-year colleges in Washington state are dedicated to educating professionals in the field of early childhood education. The faculties of early childhood programs meet regularly to coordinate program offerings and support communication among institutions. WAEPECP members redesigned four three-credit college courses into one-credit modules. This project is called *Building Bridges with Higher Education*. Modules were written by a consortium of colleges and reviewed by all community and technical colleges to ensure uniformity. They are taught and mentored in partnership with local resource and referral agencies. This collaboration supports the transfer of knowledge and skill to practice.

College faculties work collaboratively to develop state skill standards for early childhood personnel studying at the college level. They continue to collaborate on training grants, apprenticeship programs and alignment of requirements to ease transferability for students.

In addition to Bridges classes, community and technical colleges have a history of providing professional development opportunities to child care professionals not yet ready to pursue degree programs. These include STARS courses and curriculum development, one-year certificate programs, and evening and weekend classes. Community and technical colleges have a demonstrated ability to address specific language, writing and math needs that may accompany ethnically and socially diverse learners. Some of the programs include IBEST, ELL, opportunity grants and developmental educational classes.

WAEPEC is also working statewide to develop a career ladder for professionals in early childhood education. Currently, people can begin with course work for the STARS requirements, move on to the performance-based child development associate credential, then to a one-year certificate in early childhood education, a variety of associate degrees, culminating in a bachelor's, master's degree or doctorate degrees.

- **Washington State Child Care Resource & Referral Network:** Partners with DEL and other public and private funders to provide a wide range of professional development and educational opportunities for the child care field. The R&R Network offers community-based training through local resource and referral agencies. All trainings offered by R&Rs are STARS-approved and address state-required core competencies and best practices.

Community-based training opportunities range from the Building Blocks training that meets the 20-hours STARS initial licensing requirements to

the Hand-in-Hand curriculum that helps providers develop skills to give sensitive and appropriate care for children and youth who live in homes impacted by alcohol or drugs.

To ensure comparable high quality trainers and training across all communities, the R&R Network has been working on the Early Childhood Academy that supports trainers offering STARS training as well as working to meet the needs of providers wherever they fall along the professional development continuum. The academy is a framework that will establish a sequential training series for providers that builds on their knowledge and for those who may also desire higher education. In addition, the academy will institute standards and credentials for local R&R trainers and instructors who will implement various aspects of the framework.

The academy dovetails nicely with DEL's Building Bridges modules that are collaborative efforts between local resource and referral agencies and community and technical colleges.

In addition, R&R Networks' Washington Scholarships for Child Care Professionals Program provides scholarships to child care providers to pursue higher education in early childhood education. Since 2005, Washington Scholarships has secured public and private funding to expand its services to support a pilot four-year degree scholarship in three counties and a scholarship model to support local resource and referral agency staff to pursue two-year degrees at community and technical colleges. These efforts have allowed the R&R Network to consider a more systemic view of how to improve professional development pathways for caregivers and consider how to address barriers faced by caregivers at various points along the professional development continuum.

- ***Leadership Training: A Collaborative Leadership Institute for early learning, care and after school programs is sponsored by a partnership with the Head Start-State Collaboration Office, Washington State Training Consortium, WAEYC, the Foundation for Early Learning, and Washington State Child Care Resource and Referral Network. The institute is a high-quality leadership development experience for new and emerging leaders in the early learning and care field and offers a ten-month, in-depth balanced experience of both on-site and distance learning opportunities. A cohort of growing leaders from the early care and learning and after school fields will work as teams to apply practical knowledge in their own organizations to develop a multi-disciplinary community perspective. The goal of the institute is a renewed and lasting network of leaders prepared to advance innovative approaches that benefit children and families in Washington state.***
- ***QRIS: Provider professional development is envisioned to be a linchpin to the QRIS (Quality Rating and Improvement System) model. DEL will be building on the many professional development supports already in place***

in Washington as the starting points for a systematic professional development system for QRIS.

IMPROVING SALARIES

The Career and Wage Ladder is a collaborative effort between DEL and contracted licensed child care centers. The goal of the program is to improve the quality of child care by providing monetary incentives to caregivers who further their education and retain their positions as child care workers. Participating centers meet the following criteria:

- *Ensure enrollment of children whose care is subsidized at a minimum of ten percent of capacity*
- *Pay child care workers no less than the minimum wage in accordance with the career and wage ladder matrix*
- *Provide child care workers a minimum of 12 days paid leave per year*

Washington state conducted a three-year pilot of the Career and Wage Ladder program from 2000 to 2003. At the end of the pilot, the state contracted with researchers from Washington State University (WSU) to evaluate it. WSU researchers looked at the effects of increased wages and benefits, education attainment and pursuit, retention and morale, and the effect on quality of care in the classroom. The evaluation revealed participating centers had employees with higher wages and education, received more benefits, had higher morale and provided higher quality care. However, the overall yearly (or three year) retention rates were not better than lower paid staff, except for a small percentage of staff who were hired at the beginning of the pilot project.

Washington Scholarships, a DEL partner, provides financial resources to eligible licensed child care providers who are interested in attaining a CDA, ECE certificate or an associate's degree in early childhood education. This program links training, compensation and commitment to improve the quality of early childhood. Expenses are shared by the recipient and the sponsoring child care center or family child care provide. Washington Scholarships covers a majority of tuition and books, as well as stipends for travel and release time. A scholarship recipient must attend classes at an affiliated college and successfully complete 12 to 20 credits per contract year. Providers agree to pay a portion of their tuition and book costs and to remain with their facility for 12 months after their scholarship contract ends. They are eligible to receive a bonus after completion of their contracted classes.

Child care providers can get information about Washington Scholarships and other child care provider scholarships through the R&R Network's Web page, www.childcarenet.org or via a toll-free line, 1(866)308-3224. On the Web site, child care workers can also find information on how to obtain a child care license, where to access training and education, tools for offering a quality

environment, tips on running a business, professional development core competencies, early childhood skill standards, child care policy and health and safety resources.

In some cases, the Head Start/Early Head Start/ECEAP program may add compensation/increased salaries and additional professional development opportunities when child care providers from either centers or family homes partner with Head Start, Early Head Start and/or ECEAP programs to provide full-day services for children enrolled in WCCC.

ACTIVITIES IN SUPPORT OF EARLY LANGUAGE, LITERACY, PRE-READING, AND EARLY MATH CONCEPTS DEVELOPMENT

ECEAP, Washington state's pre-K program, receives CCDF funds to implement educational programs that include the development of early language, literacy and early math. Funding for 2007-2008 will provide services for more than 7,000 children and their families.

DEL is partnering with the Legislature and Thrive By Five Washington to develop and administer the state-funded Early Reading Initiative grant program for community-based initiatives that develop pre reading and early reading skills through parental and community involvement, public awareness, coordination of resources and partnerships with local school districts.

ACTIVITIES TO PROMOTE INCLUSIVE CHILD CARE

The state pays a higher child care subsidy rate to providers who care for children with special needs. To qualify for the DSHS child care programs special needs subsidy daily rate, the child must be either:

- Thirteen to nineteen years old and under court supervision or*
- Under nineteen years old*

The child must also have a verified physical, mental, emotional or behavioral condition that requires a higher level of care from a licensed or certified facility, a DSHS contracted seasonal day camp, or in-home/relative provider. The child's condition and need for higher level of care must be verified by an individual who is not employed by the child care facility and is either a registered nurse or is a health, mental health, education or social service professional with at least a master's degree.

Child care health consultants work with child care providers and parents to support children with special needs in child care settings by providing on-site technical assistance and training. DEL received state funding to pilot two

children's mental health pilot projects. These projects will connect the various systems that support children's mental health.

Resource and Referral agencies also help parents of children with special needs find appropriate child care, and provide training and technical assistance to child care providers regarding including children with special needs in their programs. DEL received state funding to re-institute an apprentice program for child care providers. Providers working in participating child care centers can enroll for community college courses and gain additional workplace learning credits.

The Include Me Guide to Inclusive Child Care provides information to child care providers about caring for children with special needs and resources. The publication was coordinated by DEL, the Child Care Coordinating Subcommittee on Inclusive Child Care and other entities, and is maintained and reprinted by DSHS with CCDF funds.

DEL has representation on the State Interagency Coordinating Council (SICC). SICC's mission is to coordinate and further develop a comprehensive statewide system of accessible local early intervention services for birth to three, with disability or at risk for developing disabilities and their families and to coordinate transition of these children into programs for three- to six-year-olds. Information about SICC is available on the DSHS Web site at www1.dshs.wa.gov/iteip/sicc1.html

Healthy Child Care America is a program to foster the link between child care and health systems statewide and to develop innovative strategies for addressing social, emotional, physical, cognitive and mental health and safety concerns in child care environments through a partnership with local R&Rs, licensors, health care professionals and local public health consultants. DEL contracts this program with the Washington State Department of Health (DOH) to invest CCDF funds through Healthy Child Care Washington.

An evaluation process collaboratively designed by DOH, local health jurisdictions, and an evaluation consultant includes information identified in the year-end report and consistent with the National Evaluation of Community Integrated Service Systems Development in Child Care Grants. This evaluation moves from measuring capacity to measuring outcomes at four levels: systems, child care health consultants, child care providers and parents.

ACTIVITIES THAT INCREASE PARENTAL CHOICE

DEL contracts with School's Out Washington (SOWA) to create a statewide system to increase the quality and availability of out of school care in the state. SOWA produces and distributes newsletters to school-age care

providers, coordinates forums and public awareness activities, provides quality enhancement grants and facilitates professional development opportunities.

The DEL Parent Advisory Group provides input about parental choice in early learning and care options. This group recommends types of information of interest to parents, and suggests methods to provide parent friendly information.

As a result of the 2007 Legislation, a parent needs assessment will be conducted to determine what parents need to navigate the early learning and care options in their communities. The resulting analysis of parent voices will be used in the development of appropriate future activities to increase parental choice. This information will be shared with local and state partners to explore options for collaborative approaches for building stronger parental choice.

QUALITY CHILD CARE IMPROVEMENT ACTIVITIES

DEL works with the Washington State Office of the Superintendent of Public Instruction (OSPI) and Thrive By Five Washington (TB5), a public-private partnership co-chaired by the governor, on future benchmark work that will define and clarify expectations for early learning. In May 2007, the Legislature and the governor allocated \$200,000 to support further implementation of the benchmarks and the partnership between DEL, OSPI and TB5.

DEL contracts with OSPI to implement the Family Child Care Quality Incentive Program. This program supports local sponsors and a targeted group of family day care home providers to provide USDA Child and Adult Care Food Program services to low-income children in child care.

The Washington State Legislature funds a Quality Rating and Improvement System (QRIS) for child care centers and family homes. QRIS is a way to dramatically increase the information available to parents in selecting child care and the quality of participating child care centers and homes. The first year, beginning July 1, 2007, will be a planning year. The second year will include implementation. Components of the program will include professional development, technical assistance, facility grants and support for the accreditation process. DEL may build upon existing programs or create new ones to implement this program. DEL may also use CCDF funds to increase the reach of this program.

DEL will be working closely with the private-public partnership Thrive By Five on QRIS projects. Two communities have been selected by Thrive By Five to be demonstration communities. The first roll out of QRIS will, at a minimum,

hit these communities in Yakima and Seattle and also Kitsap and Spokane counties.

5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 Status of Voluntary Early Learning Guidelines. Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1.**
- ☒ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Other (describe):**

Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

In 2004-05, a public-private effort culminated in the writing and development of new early learning guidelines, the Washington State Early Learning and Development Benchmarks. The project was a partnership between the Office of the Governor, the Office of the Superintendent of Public Instruction (OSPI), and a core state interagency team. In 2006, a new benchmarks partnership group reviewed the guidelines to ensure they were appropriate for all families. Additionally, the group submitted recommendations to the governor's

Washington Learns Steering Committee. The committee did not act on any of the recommendations from the benchmarks partnership group, but stipulated that DEL work with OSPI and Thrive By Five Washington (TB5), a public-private partnership co-chaired by the governor, on future benchmark work. In May 2007, the Legislature and the governor allocated \$200,000 to support further implementation of the benchmarks and the partnership between DEL, OSPI and TB5.

DEL, OSPI and TB5 have met twice in 2007 to discuss issues that effect all three organizations. The purpose of these meetings was to strategically align education and early learning initiatives from all three organizations in order to maximize resources. The benchmarks were one of the issues discussed. Future consultations among the three agencies are planned. The benchmarks were also discussed at the Tribal Nation Summit.

The benchmarks are a foundation for aligning the efforts of early learning as well as K-3. They are a common resource for many organizations when developing parenting information and as basis for kindergarten readiness indicators. Ideally, readiness indicators would be part of the benchmarks for kindergarten-entry age children. OSPI has committed to continuing as co-sponsor of the benchmarks and ensuring that benchmarks continue to be aligned with the state's Essential Academic Learning Requirements and K-3 Grade Level Expectations.

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☒ Yes. If yes, **name standards.**

The Washington State Early Learning and Development Benchmarks are aligned with the state's K-12 standards, called Essential Academic Learning Requirements. Additionally, the benchmarks are aligned with Head Start Child Outcomes and Early Head Start program performance measures.

☐ No.

If developed, are the guidelines aligned with early childhood curricula?

☐ Yes. If yes, **describe.**

☒ No

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

- ☒ Birth to three. Guidelines are included as Attachment 5.2.1
- ☒ Birth to five. Guidelines are included as Attachment 5.2.1
- ☒ Five years or older. Guidelines are included as Attachment 5.2.1

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

Benchmarks are for children birth to kindergarten entry. Within the benchmarks, there is a 60-month to kindergarten age group. These guidelines were created as indicators for children who are not five years old at kindergarten entry. In Washington state, children must be five years old on the first day of kindergarten. Benchmarks provide caregivers and parents information on the development and learning of children turning five after September and who are in early learning programs for the school year.

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

The Washington State Early Learning and Development Benchmarks document is available on the DEL Web site at www.del.wa.gov/PDF/ccel/BenchmarksColor.pdf and on the OSPI Web site at www.k12.wa.us/EarlyLearning/Benchmarks.aspx.

5.2.2 Domains of Voluntary Early Learning Guidelines. Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

☒ Yes.

☐ No.

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

☒ Yes. If yes, **describe.**

Children learn and develop by experiencing the world as a whole. The benchmarks cover their five major areas of development. They are:

- 1. Physical well-being, health, and motor development***
- 2. Social and emotional development***
- 3. Approaches to learning***
- 4. Cognition and general knowledge***
- 5. Language, literacy and communication***

These five domains represent a common research-based grouping of child development. Though presented separately, the five domains of children's development are interrelated and reflect the holistic way in which children develop. Growth and development in one area often influences and/or depends upon development in other areas. It is, therefore, imperative to recognize the interconnectedness of children's early development and learning. For that reason, no single domain is more important than another.

☐ No.

5.2.3 Implementation of Voluntary Early Learning Guidelines. Indicate the strategies the State used or expects to use in **implementing** its early learning guidelines.

Check all that apply:

- ☒ Disseminating materials to practitioners and families
- ☒ Developing training curricula
- ☐ Partnering with other training entities to deliver training
- ☒ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- ☐ Other. Describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
<input type="checkbox"/> Publicly funded (or subsidized) child care	<input type="checkbox"/> Publicly funded (or subsidized) child care
<input checked="" type="checkbox"/> Head Start	<input type="checkbox"/> Head Start
<input checked="" type="checkbox"/> Education/Public pre-k	<input type="checkbox"/> Education/Public pre-k
<input type="checkbox"/> Early Intervention	<input type="checkbox"/> Early Intervention
<input checked="" type="checkbox"/> Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
<input checked="" type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input checked="" type="checkbox"/> Parent Associations	<input type="checkbox"/> Parent Associations
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

Benchmarks are voluntary. Tribal nations, parents, caregivers, teachers, early learning programs and early intervention specialists use them in ways that fit

their community, program, family and child. The state does not require their use or implementation.

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

Benchmarks are voluntary. The Benchmarks are a “source” document. Tribal nations, parents, caregivers, teachers, early learning programs and early intervention specialists use the benchmarks in ways that fit their community, program, family and child. The state is not prescriptive in implementation.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address

The following materials are included as Attachment 5.2.3.

- 1. Benchmarks Plan of Use – A fully developed plan for implementation***
- 2. Child Care Provider Brochure – An introduction to the benchmarks***
- 3. Train-the-Trainer Pamphlet – A guide to help trainers develop benchmark trainings***
- 4. Benchmarks Evaluation Plan – A plan for developing an evaluation of the benchmarks.***

- 5.2.4. Assessment of Voluntary Early Learning Guidelines.** As applicable, describe the State's plan for:
- (a)** Validating the content of the early learning guidelines
 - (b)** Assessing the effectiveness and/or implementation of the guidelines
 - (c)** Assessing the progress of children using measures aligned with the guidelines
 - (d)** Aligning the guidelines with accountability initiatives

The Benchmarks Evaluation Plan (see number 4 above) was produced by the National Center for Children and Families, Teachers College, Columbia University. It outlines suggested options and criteria for evaluating the process of developing benchmarks, the validity of development and learning indicators, and a plan to review and update benchmarks every five years to ensure that they remain relevant and useful. Currently, a specific plan for assessing the benchmarks is still under discussion.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan):

See the Benchmark Evaluation Plan (Item 4 above, and in Attachment 5.2.4.

5.2.5 State Plans for Professional Development. **Indicate** which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

- ☒ **Planning.** **Indicate** whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5.**
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5.**
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5.**
- ☐ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5.**
- ☒ **Other (describe):**

The State of Washington is in the process of a major re-visioning and coordination of early learning goals, objectives, practices, outcomes and assessments. A major piece of this was the establishment in July 2006 of DEL, a cabinet-level agency and one of the newest state agencies. In addition, the governor established Washington Learns, which over the course of two years examined the education system from birth through college. Washington Learns submitted its report in November of 2006. Professional development system planning has been on hold while these state-wide infrastructure changes of DEL and the vision of Washington Learns are completed.

DEL was given funding to re-institute an apprenticeship program for child care providers. Providers working in participating child care centers can enroll for community college courses and gain additional workplace learning credits. This is a great opportunity to support on-the-job learning and to generate a commitment from employers to the education and training of their staff.

DEL will conduct a strategic planning process, including professional development. DEL will also design a quality rating and improvement system framework during the next 12 months. The design of this system will impact changes required in the professional development system.

DEL addresses overall professional development quality issues of the care of infants and toddlers, resource and referral and school-aged children through the Washington State Training and Registry System (STARS). The program oversees the mandatory, minimum training requirements for licensed child care providers. Required training includes 20 hours of basic training and 10 hours annually of continuing education. STARS includes a registry and database, approval of trainers and evaluation of training effectiveness. Scholarships are available to providers. Financial support is available to attend STARS-approved conferences. DEL contracts with the Washington Association for the Education of Young Children to manage the STARS program.

DEL funds several initiatives to support providers taking college level courses. We support the Washington Scholarships for Child Care Professionals, a Career and Wage Ladder program, and modules offered for college credit (Building Bridges). Descriptions of these programs appear in the quality and earmark sections.

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

If your State has developed a plan for professional development, does the plan include (**Check EITHER yes or no for each item**)

	Yes	No
Specific goals or desired outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

- **Specific goals and desired outcomes:** *The 2006 Washington Legislature established a new Early Learning Advisory Council. Part of its work will be to coordinate the many goals and outcomes of agencies and organizations into one coherent piece. Advisory council members have not yet been appointed. The council will advise DEL on issues that are part of its strategic framework.*

Washington state requires minimum levels of education and training in regulatory requirements for licensed child care providers. They include 20 hours of basic training and ten hours of continuing education annually. Center directors are required to have additional hours of college level credits.

Many agencies contribute to initial and on going training of providers including, but not limited to, Resource and Referral agencies, local health jurisdictions, Schools Out Washington and community, technical and four-year colleges.

Meeting the needs of a workforce with varied experiences and educational backgrounds proves challenging. DEL recognizes the critical nature of professional development and its relationship to quality early childhood settings. Efforts are being made to create a system of professional development where providers can move from community-based training to taking courses for college credit at a community or technical college that will lead to matriculation into a four-year college program.

- **Link to early learning guidelines:** *In 2004-05, a public-private effort culminated in the writing and development of new early learning guidelines, the Washington State Early Learning and Development Benchmarks. The project was a partnership between the Office of the Governor, the Office of the Superintendent of Public Instructions (OSPI), and a core state interagency team. In 2006, a new benchmarks partnership group reviewed the guidelines to ensure that they were appropriate for all families. Additionally, the group submitted recommendations to the Governor's Washington Learns Steering Committee. The committee did not act on any of the recommendations from the benchmarks partnership group, but stipulated that DEL work with OSPI and Thrive By Five Washington (TB5), a public-private partnership co-chaired by the governor, on future benchmark work. In May 2007, the Legislature and the governor allocated \$200,000 to support further implementation of the benchmarks and the partnership between DEL, OSPI and TB5.*
- **Continuum of training and education:** *Building Bridges with Higher Education is a training partnership between local resource and referral agencies and community/technical colleges. Providers may take one college credit course/module and earn required educational hours. The community/technical college sponsors the course module and the R & R offers on-site coaching. Modules are divided into three 10-hour courses. One such module includes*

infant and toddler caregiving, with course content appropriate for caregivers of children birth through 36 months.

- **System for tracking training:** STARS oversees the mandatory, minimum training requirements for licensed child care providers. Required training includes 20 hours of basic training and 10 hours annually of continuing education. STARS includes a registry and database, approval of trainers and evaluation of training effectiveness. DEL contracts with WAEYC to manage the STARS program.
- **Assessment of training:** Every STARS training has an evaluation component of training effectiveness.
- **Specialized strategies to reach family, friends and neighbor caregivers:** The 2006 Legislature funded support especially for family, friend and neighbor (FFN) caregivers. DEL will be assessing topics and ways that FFN caregivers would like receive training and support.

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

- **Credentials for various positions in the child care workforce were developed by the state's community college system:** Some colleges offer courses towards these certificates. There is no current state-wide coordination of credentialing
- **State credentials:** Efforts are being made to create a system of professional development where providers can move from community-based training to taking courses for college credit at a community or technical college that will lead to matriculation into a four-year college program. This would include articulation from one type of training to the next. Professional development activities are offered through STARS, R&Rs, Building Bridges and other agencies and organizations. One of the tasks of the newly appointed DEL advisory council will be to examine ways to coordinate training into a more identifiable, streamlined and sequential curriculum.

Are the professional development opportunities described in the plan available:

Note: Check either yes or no for each item):

	Yes	No
Statewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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To Group Home Providers	<input type="checkbox"/> N/A No such designation in Washington State	<input type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input checked="" type="checkbox"/> Federally recognized tribes and federal Department of Defense child care centers.	<input type="checkbox"/>

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

DEL facilitates, with ECEAP, the implementation of early learning educational programs that include the development of early language, literacy and early math. Funding for 2007-2008 will provide services for more than 7,000 children and their families. Collaborations with tribal nations will include formal partnering. In May 2007, senior leaders from DEL met with tribal leaders in a two-day summit to discuss collaboration on early childhood matters. DEL is currently developing new procedures for collaborating with tribal nations around health and safety standards, and making training and technical assistance more readily available to the tribal nations. In the past, regional service managers from DSHS's Division of Child Care and Early Learning (DCCEL) met quarterly in most areas of the state with local tribal representatives to identify and collaborate on child care issues.

Are program or provider-level incentives offered to encourage provider training and education?

- ☒ Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

Scholarships are available to providers to attend STARS training, and financial support is available to attend STARS-approved conferences. Washington state has also developed a career wage ladder that raises the pay of child care providers who obtain continuing education, including curriculum in early language development, literacy, pre-reading and math concepts.

- ☐ No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

- ☐ Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.
- ☒ No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

The Early Learning Advisory Council (ELAC) was established through legislation during the 2007 session. ELAC's purpose is to advise DEL on statewide early learning community needs and progress. Professional development assessment is one of the issues that ELAC will be examining. As of June 26, 2007, the process is underway to select up to 25 members of the council. The selection process is described at www.del.wa.gov/#council.

The overall effectiveness of Washington's educational system, from pre-k through research universities, will be assessed by the P-20 Council that was created on June 14, 2007 with Governor Gregoire's Executive Order. www.governor.wa.gov/execorders/eo_07-03.pdf

Does the State assess the effectiveness of specific professional development initiatives or components?

- ☒ Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.

Each STARS training contains an evaluation component. These assessments are reviewed by STARS trainers and coordinators, with recommendations incorporated into future trainings as appropriate.

- ☐ No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- ☒ Yes. If yes, **describe** how assessment informs the professional development plan.

Professional development assessment is one of the issues that the new Early Learning Advisory Council (ELAC) will be examining. Also, the Washington State Legislature recently funded a Quality Rating and Improvement System (QRIS) for child care centers and family homes. The first year, beginning July 1, 2007, will be a planning year.

The second year will include implementation. Components of the program will include professional development, technical assistance, facility grants and support for the accreditation process. Other groups, such as Thrive by Five, are also investing funds. DEL may build upon existing programs or create new ones to implement this program. DEL may also use CCDF funds to increase the reach of this program.

- ☐ No. If no, **describe** any plans to include assessment to inform the professional development plan.

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PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☐

Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

☒

No. Answer 6.1.2 and 6.1.3.

Centers that are not subject to licensing must be certified as meeting Washington State licensing requirements, or have an approved federal plan in accordance with national or state standards for health and safety standards.

DEL may certify a child care center for payment if the center is:

- ***Licensed by a Tribal Nation***
- ***Certified by the federal Department of Defense***
- ***Approved by the Superintendent of Public Instruction's office***

Part day ECEAP programs are not subject to licensing under state law. ECEAP Program Performance Standards (see Attachment #28, ECEAP Program Performance Standards) require contractors to work with parents to:

- ***Determine if children have regular medical and dental providers, and dates of the most recent visits***
- ***Assess children's current medical, dental, nutritional or mental health needs***
- ***Develop a health management plan if indicated***
- ***Make health referrals and establish a plan for ongoing health care***
- ***Follow-up to ensure that treatment is implemented***

- **Obtain feedback on the quality of services to determine future referrals for families**
- **Advocate for children's health and safety needs**
- **Disseminate information on fluoridation, if needed**
- **Provide health information on topics of parent interest**

Seasonal day camp programs for school age children are exempt from licensing. Day camp programs that have a contract with the State of Washington and provide subsidized child care are eligible for Working Connections Child Care payment under the following conditions:

- **Three months or less in duration**
- **Engaged in recreational or educational activities**
- **Accredited by the American Camping Association. ACA-accredited seasonal day camps receive child care subsidy payments. Sites are in King, Pierce, Spokane and Kitsap counties.**

The ACA is the only nationally recognized camp accreditation program. Seasonal camps pay a fee to the ACA for accreditation, which is proportional to the camp's total operating expense and number of children to be served. DEL receives verification of the camp's ACA accreditation and issues a certificate based on ACA accreditation. ACA accreditation has been the national and industry standard for camps since 1950. It has high standards regarding food service, transportation, health and wellness, operational management, human resources and outdoor program activities. Accreditation standards are high and meet or exceed national standards for quality care. In some cases, ACA standards exceed state licensing standards.

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☐

Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

☒

No. If no, **describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

6.1.2 Have center licensing requirements as they relate to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
(§98.41(a)(2)&(3))

☐

Yes. If yes, **describe** the changes.

☒

No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

ECEAP: Performance standards require ECEAP contractors to:

- ***Establish infectious disease prevention policies and procedures in accordance with local health department guidelines or OSPI's Infectious Disease Control Guide for School Staff***
- ***Follow universal precautions for prevention of transmission of blood borne pathogens***
- ***Ensure that staff, volunteers and children wash their hands with soap and warm water upon arrival at the classroom after returning from outdoor play, before eating, after using the toilet, after touching body fluids and after touching animals***
- ***Have sufficient, clean child-accessible toilets and hand-washing facilities***
- ***Report communicable diseases according to local requirements***
- ***Ensure that all children are immunized or exempt according to Washington State law***

SEASONAL DAY CAMPS: The parent/guardian is responsible for selecting a caretaker who can meet health and safety requirements. However, seasonal day camp standards for health and wellness provide a basis for accreditation through the ACA which focus on health and safety practices. Accreditation indicates to the public that the camp administration has voluntarily allowed its practices to be compared with the standards established by professionals in the camping industry. At least once every three years an outside team of trained camping professionals visits the accredited camp to verify compliance with standards. Seasonal camps are scored on the following criteria:

- ***First aid and emergency care personnel***
- ***Health history***
- ***Health care policies and procedures***
- ***Health care policy/procedures review***
- ***Contact information***
- ***Health exam***
- ***Permission to treat***
- ***Health information review and screening***
- ***Informing staff of special needs***
- ***Health care personnel***
- ***Treatment procedures***

- **Staff training**
- **Away from main camp (out-of-camp) trips**
- **Special medical needs**
- **Health care center**
- **Supervision in health care center**
- **Parent notification**
- **Medication management**
- **Recordkeeping and maintenance**

- **Building and physical premises safety**

ECEAP: Program performance standards require indoor/outdoor facilities to be safe, in good repair, sanitary and barrier free for all children and adults. Flammable, toxic and hazardous materials must be stored safely. Facilities must include regularly inspected and updated smoke detectors and fire alarms. Flaking or deteriorating lead-based paint must be refinished with lead-free paint or other non-toxic materials. Emergency lighting must be available in each group setting. Spaces occupied by children must be accessible to adults at all times that children are present. Outdoor play areas must be fenced or sufficiently supervised to prevent children from leaving the premises and wandering into unsafe and unsupervised areas.

Programs located in schools must adhere to the Washington State Primary and Secondary Schools Facilities Standards. All other program locations must follow DSHS Child Care Center Licensing Guidelines. Programs must establish a systematic review of facilities for compliance with safety regulations.

SEASONAL DAY CAMPS: Seasonal camps are scored on criteria assessing whether or not a site will be accredited using ACA's Accreditation Standards for Camp Programs and Services.

- **Health and safety training**

ECEAP: Program performance standards require staff working with children to receive training in child health and safety. Specific training in pediatric emergency first aid and cardiopulmonary resuscitation must be provided by a certified instructor in infant/child CPR, food handling and first aid treatment.

Operation standards are determined by the following being on file at the ECEAP site:

- a) **Staff interviews, written training plans, program planning materials, program policy and procedure manuals, meeting minutes, staff development plans and evaluations indicating that staff received or will receive training in child health and safety**
- b) **Outlines, agendas and notes of health/safety training opportunities on file and confirming training that meets standard**
- c) **Staff plans confirming options and timelines for health and safety training**
- d) **A copy of the CPR instructor's certification**
- e) **Pediatric emergency first aid, cardiopulmonary resuscitation, and food handling certificates for appropriate staff members**

SEASONAL DAY CAMPS: Seasonal day camp staff receive training regarding written camp procedures for:

- a) **Identifying staff roles and responsibilities in camp health care**
- b) **Preparing staff to use health care supplies and equipment furnished by the camp**
- c) **Identifying situations which should be attended to only by certified health personnel**
- d) **Using established sanitary procedures when dealing with infectious waste or body fluids**

Seasonal day camps require staff with CPR and first aid certification from a nationally-recognized provider to be on duty for emergency care.

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☐ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
- ☒ No. If no, **describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

Washington State does not use group home as a category of child care.

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes. If yes, **describe** the changes.

☒ No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☒ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

☐ No. If no, **describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

☒ No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

Homes that are not subject to licensing must be certified as meeting Washington State licensing requirements, or have an approved federal plan in accordance with national or state standards or standards for health and safety.

DEL may certify a family day care home for payment if the home is:

- a) Licensed by a Tribal Nation**
- b) Certified by the federal Department of Defense**

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

6.4 Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

☒ No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

The following in-home/relative providers paid with CCDF funds are not subject to licensing:

- a) U.S. citizens or legal resident adults who are siblings living outside the child's home**
- b) An extended tribal family member under chapter 74.15 RCW**
- c) A grandparent, aunt, uncle, great-grandparent, great-aunt or great-uncle**
- d) A non-relative who is an adult friend or neighbor and provides care in the child's home**

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

☒ No.

- 6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

When parents choose care that is exempt, they provide a signed assurance to DSHS that minimum requirements are met. Every client receives information regarding the use of in-home child care when they are sent part II of the application and the in-home/relative pending letter. In home/relative care, providers must be physically, mentally and emotionally healthy and able to follow standards and guidelines.

- The prevention and control of infectious disease (including age-appropriate immunizations)

Children are current on immunizations as described in the National Immunization Guidelines, developed by the American Academy of Pediatrics and the Advisory Committee on Immunization Practices.

- Building and physical premises safety

The home where care is provided is safe for the care of the children, and parents inform the in-home/relative child care provider regarding home and physical premises safety relevant to the care of their child(ren).

- Health and safety training

Parents inform in-home/relative child care provider regarding basic health practices, prevention and control of infectious disease and immunizations. The provider must be able to work with children without using corporal punishment or psychological abuse, and provide constant care, supervision and activities for children consistent with their developmental stages.

In addition, the in-home/relative care provider must submit a criminal history background inquiry from the state of Washington. DEL compares the criminal background information, including any pending charges, with convictions listed in DSHS's list of disqualifying convictions. The complete list can be found at: www1.dshs.wa.gov/word/ms/bccu/Secretary's%20Crimes%20List%20for%20ADSA%20DDD-DSHS%20Employees-All%20Other%20Administrations.doc

DEL determines if the in-home/relative care provider's background contains information that will not allow the authorization of payment towards the cost of child care. If the in-home/relative care provider cannot be cleared, DSHS notifies the parent.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))
Indicate the Lead Agency's policy regarding these relative providers:

- ☒ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

The parent/guardian is responsible for selecting a care provider who can meet the above requirements and responsibilities.

Building and physical premises safety

The parent/guardian is responsible for selecting an in-home/relative care provider who can meet the above requirements and responsibilities. The parent/guardian signs a DSHS assurance that minimum requirements are met. The parent/guardian must ensure that the in-home/relative care provider or relative is informed about building and physical premises safety relative to the care of children.

- Health and safety training

The parent/guardian is responsible for selecting a care provider who can meet the above requirements and responsibilities. The parent/guardian signs a DSHS assurance that minimum requirements are met. The parent/guardian must ensure that the in-home care provider or relative is informed about basic health practices, prevention and control of infectious disease, immunizations and safety relative to the care of children.

6.6 Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - ☒ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:
 - ☐ No.

Licensors make annual unannounced monitoring visits to child care centers and monitor family home child care every 18 months. The purpose is to inspect the facility or home to determine compliance with the Washington Administrative Code , Minimum Licensing Requirements and Revised Code of Washington.

- Are child care providers subject to background checks?
 - ☒ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:
 - ☐ No.

All providers, assistants and volunteers of licensed child care centers and providers and members of family child care households 16 years of age or older who have unsupervised or regular access to children in care are required to submit a criminal history and background inquiry form. Providers, assistants and volunteers in licensed child care centers and providers, assistants, volunteers and members of family child care households must submit to fingerprint and FBI screening if residing in Washington state less than three years. The background inquiry also screens for Child Protective Services involvement, Department of Corrections history and Aging and Adult Registry findings.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

- ☒ Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

Licensed child care providers are required to report a death of a child or serious injuries or illnesses that occur on the premises to CPS. Reportable injuries are those requiring medical treatment. Reportable illnesses are those that require hospitalization of a child in care. All reports of serious injury are screened for investigation.

- ☐ No.

- Other methods used to ensure that health and safety requirements are effectively enforced:

Injury reports are part of licensing history. If a complaint upon investigation is found to rise to the level of child abuse or neglect, that complaint becomes part of the CPS complaint history of the licensed facility. DEL licensors:

- ***Offer orientation sessions to potential applicants explaining minimum licensing requirements***
- ***Minimum Licensing Requirements***
- ***Ensure applicants complete necessary processes and paperwork***
- ***Inspect facilities to determine compliance with Washington Administrative Code, MLR and Revised Code of Washington***
- ***Collaborate with applicants/providers to complete a corrective action plan if needed***
- ***Document compliance deficiencies***
- ***Coordinate compliance on fire safety standards with State Fire Marshall***
- ***Coordinate with DEL health specialists on health issues***
- ***Issue an appropriate facility license within 90 days of receipt of a complete application, or notify the facility of denial of application***
- ***Monitor facilities for compliance with the Washington Administrative Code***
- ***Through a service-level agreement with DEL, DSHS' Division of Licensed Resources investigates allegations of child abuse or neglect made against licensed child care facilities. Abuse and neglect complaints against licensed child care facilities are investigated by specialized investigators in the Division of Licensed Resources in conjunction with DEL licensors, who investigate licensing issues and determine a plan of correction for any licensing violations.***
- ***Re-license compliant facilities every three years.***

DEL health specialists conduct the following:

- ***Inspect child care facilities to determine health and safety compliance with Washington Administrative Code and Revised Code of Washington***

- ***Evaluate initial and on-going compliance by the child care center to achieve health certification***
- ***Evaluate child care centers referred by DEL licensors for health and safety concerns***
- ***Provide technical assistance to providers and write corrective action plans as needed***
- ***Inspect child care centers for health and safety every three years when staffing levels permit***

Information about licensing requirements is made available through the following:

- ***Statewide resource and referral agencies***
- ***Choosing Child Care: A Consumer Guide for Parents***
- ***Orientation sessions presented by DEL for providers around the state at which Minimum Licensing Requirements are distributed. MLRs are also available at www.del.wa.gov. Written copies are available upon request***
- ***You Have a Choice. Developed by DEL, the publication is for parents and others who need advice choosing child care. It summarizes the state's role in regulating child care, gives tips for choosing quality child care and provides information on brain development ideas to stimulate a child's learning. Available free of charge through the state Department of Printing to nonprofit organizations and government agencies for distribution to their clients and the public.***

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☒ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☒ Children who receive care in their own homes.
- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

7.1 Health and Safety Requirements for Center-Based Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.2 Health and Safety Requirements for Group Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.3 Health and Safety Requirements for Family Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety
- Health and safety training

7.4 Health and Safety Requirements for In-Home Providers in the Territories

(658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

☐ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

☐ No.

Are child care providers subject to background checks?

☐ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

☐ No.

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☐ Yes. If yes, **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):

☐ No.

Other methods used to ensure that health and safety requirements are effectively enforced:

7.7 Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

APPENDIX 1

PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

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- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
 - (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
 - (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
 - (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
 - (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2

ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) -
TANF families must participate in TANF WorkFirst approved activities for the amount of time specified in the participant's Individual Responsibility Plan;
Non-TANF families must be enrolled and going to a job training or educational program.
Families with children in protective services may be enrolled and going to a job training or educational program, or may receive child care services for other needs related to the child's health and safety.
- *in loco parentis* -
An adult caring for a minor in the absence of the natural, adoptive or step parent(s) and is:
The sibling or step-sibling;
Nephew or niece, aunt, uncle, grandparent, or any of the previous relatives with the prefix great, or;
Not a relative, court-ordered guardian or custodian. This adult must receive a Washington State Assistance to Needy Families (TANF) grant on behalf of the minor prior to being considered a consumer of Working Connections Child Care (WCCC).
- *job training and educational program* -
Basic Education includes High School completion and classes to prepare for and testing to acquire GED certification and may include adult basic education (ABE) or English as a second language (ESL).
Vocational Education is training in a specific occupation provided by a technical school or community college administered or certified by the state, or provided by a regionally certified tribal college. It also includes job skills training and pre-employment training in specific skills offered through community-based organizations, businesses and tribal governments.
High Wage High Demand is full-time training that will lead to a certificate or degree that will lead to employment in a high wage high demand field.
Customized Job Skills Training is full-time individualized or group training for specific jobs with a higher than average starting wage.
Job Skills Training is work related foundation job skills not tied to a specific job.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) -
 - **Physically, mentally, behaviorally, or emotionally incapable of self-care, as verified by a health, mental health, education or social service professional with at least a master's degree, or by a registered nurse.**
- *protective services* -

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- Family is currently receiving services through Children’s Administration, the Division of Alcohol and Substance Abuse, a homeless or domestic violence shelter. Children, up to the age of 19, who are placed for protective custody by CA, are eligible for child care through child protective services.
 - “*Respite Care Services*”
 - the temporary, planned arrangement for substitute parenting or care-taking of a child. Respite services are typically available to provide opportunities to attend overnight training; provide substitute care in the absence of a caregiver; allow the caregiver personal time away from home; or to offer relief from parenting and care-giving responsibilities.
 - *residing with* -
 - Living together in the same household or physical structure.
 - *special needs child* -
 - A child under age 19 having a verified physical, mental, emotional, or behavioral condition that requires a higher level of care compared to other children of the same age or is a dependent of the courts and requires adult supervision. Verification must be made by a health, mental health, education or social service professional with at least a master’s degree, or by a registered nurse.
 - *very low income* -
 - Anyone at or below 82% of the Federal Poverty Level and/or receiving TANF.
 - *working* (include minimum hours if applicable) -
 - TANF families who are engaged in employment or other work-like activities.
 - Non-TANF families who are engaged in paid employment.
 - Additional terminology related to conditions of eligibility or priority established by the Lead Agency:
 - “Family” means one or more individuals in WAC [388-290-0015](#) who live together in the same household.
 - Eligible parents/guardians must pay their copayment to remain eligible according to [WAC 388-290-0108](#).
 - An eligible parent/guardian must meet the definition found in [WAC 388-290-0005](#).
 - Parents/guardians must meet certain work requirements in order to be eligible for child care subsidies during any training/educational activities. The work requirements are found in [WAC 388-290-0045](#).